

DIPLOMA OF LEADERSHIP AND MANAGEMENT BSB51915

BSBLDR501 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.

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify the impact of own emotions on others in the workplace	1.1 Identify own emotional strengths and weaknesses 1.2 Identify personal stressors and own emotional states related to the workplace 1.3 Develop awareness of own emotional triggers and use this awareness to enable control emotional responses 1.4 Model workplace behaviours that demonstrate management of emotions 1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence
2. Recognise and appreciate the emotional strengths and weaknesses of others	2.1 Respond to the emotional states of co-workers and assess emotional cues 2.2 Identify the range of cultural expressions of emotions and respond appropriately 2.3 Demonstrate flexibility and adaptability in dealing with others 2.4 Take into account the emotions of others when making decisions
3. Promote the development of emotional intelligence in others	3.1 Provide opportunities for others to express their thoughts and feelings 3.2 Assist others to understand the effect of their behaviour and emotions on others in the workplace 3.3 Encourage the self-management of emotions in others 3.4 Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes
4. Utilise emotional intelligence to maximise team outcomes	4.1 Encourage a positive emotional climate in the workplace 4.2 Use the strengths of workgroup members to achieve workplace outcomes

What is Emotional Intelligence?

We all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where EI becomes important.

EI is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

People with high EI are usually successful in most things they do. Why? Because they're the ones that others want on their team. When people with high EI send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset.

Characteristics of Emotional Intelligence

In his book titled "Emotional Intelligence - Why It Can Matter More Than IQ" 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. **Self-Awareness** – People with high EI are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. 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.
2. **Self-Regulation** – 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.
3. **Motivation** – People with a high degree of EI are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
4. **Empathy** – This is perhaps the second-most important element of EI. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
5. **Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high EI. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

As you've probably determined, EI can be a key to success in your life – especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your EI can be a good way to show others the leader inside of you.

How to Improve Your Emotional Intelligence

The good news is that EI **can** be learned and developed. As well as working on your skills in the five areas above, use these strategies:

- Observe how you react to people. Do you rush to judgment before you know all of the facts? Do you stereotype? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and accepting of their perspectives and needs.
- Look at your work environment. Do you seek attention for your accomplishments? Humility can be a wonderful quality, and it doesn't mean that you're shy or lack self-confidence. When you practice humility, you say that you know what you did, and you can be quietly confident about it. Give others a chance to shine – put the focus on them, and don't worry too much about getting praise for yourself.
- Do a self-evaluation. What are your weaknesses? Are you willing to accept that you're not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly – it can change your life.
- Examine how you react to stressful situations. Do you become upset every time there's a delay or something doesn't happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued – in the business world and outside it. Keep your emotions under control when things go wrong.
- Take responsibility for your actions. If you hurt someone's feelings, apologize directly – don't ignore what you did or avoid the person. People are usually more willing to forgive and forget if you make an honest attempt to make things right.
- Examine how your actions will affect others – before you take those actions. If your decision will impact others, put yourself in their place. How will they feel if you do this? Would you want that experience? If you must take the action, how can you help others deal with the effects?
- See our article on Emotional Intelligence in Leadership for specific tips related to a leadership role.

https://www.mindtools.com/pages/article/newCDV_59.htm

Emotional intelligence is commonly defined by four attributes:

1. **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior. You know your strengths and weaknesses, and have self-confidence.
2. **Self-management** – You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
3. **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
4. **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Why is emotional intelligence so important?

As we know, it's not the smartest people that are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence (IQ) isn't enough on its own to be successful in life. Yes, your IQ can help you get into college, but it's your emotional intelligence (EQ) that will help you manage the stress and emotions when facing your final exams. IQ and EQ exist in tandem and are most effective when they both are elevated and building off one another.

Emotional intelligence affects:

Your performance at school or work. Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and use EQ testing before hiring.

Your physical health. If you're unable to manage your emotions, you probably are not managing your stress either. This can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.

Your mental health. Uncontrolled emotions and stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand, be comfortable with, and manage your emotions, you'll be at risk of being unable to form strong relationships which can leave you feeling lonely and isolated.

Your relationships. By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

What is social intelligence and why does it matter?

Social intelligence is closely related to emotional intelligence. Our emotions evolved to serve a social purpose that enables us, as humans, to survive. The ability to recognize friend from foe, to reduce stress, and return our nervous system to a state of balanced equilibrium and to feel loved and happy is essential. These essential abilities all depend on successful emotional communication that is nonverbal and connects you to other people and their emotions.

Social emotional communication can instantly convey:

- The friendliness or unfriendliness of another person
- Another person's interest in us
- Another person's caring for or about us

Personal and social attributes play off one another. The world is a social place and we are social beings.

Building emotional intelligence: 4 key skills to increasing your EQ

The key skills for building your EQ and improving your ability to manage emotions and connect with others are:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship management

Building emotional intelligence key skill 1: Self-awareness

The science of attachment teaches that present day emotional experience is a reflection of early life emotional experience. Your ability to experience core feelings like anger, sadness, fear, and joy most

likely depends on the quality and consistency of your early life emotional experiences. If your emotions were understood and valued, your emotions became valuable assets later in life. But, if your emotional experiences were confusing, threatening or painful, you most likely did your best to distance yourself from them.

Being able to connect to your emotions—having a moment-to-moment connection with your changing emotional experience—is the key to understanding how emotion influences your thoughts and actions.

What kind of a relationship do you have with your emotions?

Do you experience feelings that flow, encountering one emotion after another as your experiences change from moment to moment?

Are your emotions accompanied by physical sensations that you experience in places like your stomach, throat, or chest?

Do you experience individual feelings and emotions, such as anger, sadness, fear, joy, each of which is evident in subtle facial expressions?

Can you experience intense feelings that are strong enough to capture both your attention and that of others?

Do you pay attention to your emotions? Do they factor into your decision making?

If any of these experiences are unfamiliar, your emotions may be turned down or turned off. In order to be emotionally healthy and emotionally intelligent, you must reconnect to your core emotions, accept them, and become comfortable with them.

Mindfulness practice builds self-awareness as it reduces stress

Mindfulness is the practice of purposely focusing your attention on the present moment—and without judgment. The cultivation of mindfulness has roots in Buddhism, but most religions include some type of similar prayer or meditation technique. Mindfulness helps shift your preoccupation with thought toward an appreciation of the moment, physical and emotional sensations, and brings a larger perspective on life. Mindfulness calms and focuses you, making you more self-aware in the process.

Developing emotional awareness

If you haven't learned how to manage stress, it's important to do so first. When you can manage stress, you'll feel more comfortable reconnecting to strong or unpleasant emotions and changing the way you experience and respond to your feelings. You can develop your emotional awareness by learning the mindfulness meditation in Helpguide's free [Emotional Intelligence Toolkit](#) that helps you to get in touch with difficult emotions and manage uncomfortable feelings.

Key skill 2: Self-management

Being emotionally aware is just the first step to emotional management. In order for you to engage your emotional intelligence, you must also be able use your emotions to make constructive decisions

about your behaviour. When you become overly stressed, you can lose control of your emotions and the ability to act thoughtfully and appropriately.

Think about a time when you have been overwhelmed by stress. Was it easy to think clearly or make a rational decision? Probably not. This is because while your brain can manage feeling and thinking at the same time, when we become overly stressed, our ability to both think clearly and accurately assess emotions—our own and other people's—becomes compromised.

Emotions are important pieces of information that tell us about ourselves and others but in the face of stress that takes us out of our comfort zone, we can become overwhelmed and lose control of ourselves. With the ability to manage stress, and stay emotionally present you can learn to receive disturbing pieces of information without letting this information override your thoughts and self-control. You will be able to make choices that allow you to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

Key skill 3: Social awareness

Social awareness is the skill needed to pick up on the largely nonverbal cues others constantly send. These cues speak to the emotions others are experiencing and give you a more precise idea of their experience what is truly important to them. When groups of people send out similar nonverbal cues, you are able to read and understand shared joint experiences. In order to do these things, you will have to know how to suspend your thoughts in order to experience nonverbal cues that change from one moment to the next. Ironically, not thinking about goals and objectives when with other people is what you need to further those objectives.

Mindfulness is an ally of emotional and social awareness

Social awareness is a moment-to-moment experience that can't take place while we are thinking about something else. When we are in our heads, planning the future or analysing the past we cannot be present in the moment. This makes it especially difficult to pick up on subtle nonverbal cues. The myth of multitasking must be ignored. Although we can switch subjects very quickly, when we do so, we miss the subtle emotional shift—taking place in other people—that help us to understand them.

- We are actually more likely to further our social goals and objectives by setting our thoughts, intentions, and goals aside in social situations and instead, focusing on the interaction itself. Moment-to-moment social awareness is an empowering personal process.
- Following the flow of another person's emotional responses is a give-and-take process that requires us to also pay attention to the flow of our own emotional experience.
- A common fear is that by paying attention to others we diminish self-awareness but the opposite is really true. We gain self-awareness by taking the time and putting in the effort to pay attention to others.

Paying attention to what you experience emotionally as you listen to others also illuminates your own beliefs and values. It's easy to mouth popular ideas and values that may not really be a good fit for you. But, when you feel discomfort hearing others express these views, you have learned something important about yourself.

Key skill 4: Relationship management

Working well with others is a process that begins with emotional awareness and your ability to recognize and understand what other people are experiencing. Once emotional awareness is in play, you can effectively develop additional social/emotional skills that will make your relationships more effective, fruitful and fulfilling.

Become aware of how effectively you use nonverbal communication

It's impossible to avoid sending nonverbal messages to others about what we think and feel. The many muscles in the face surrounding the eyes, nose, mouth and forehead—none of which are weight-bearing like other muscle—help us to wordlessly convey our own emotions as well as read other peoples' emotional intent.

The emotional part of our brain is always on—and even if we ignore its messages—others won't. Recognizing the kinds of nonverbal messages that we send to others can be a huge part improving our relationships.

Use humor and play to relieve stress

Humor, laughter and play are natural antidotes stress. They lessen your burdens and help you keep things in perspective. Laughter brings your nervous system into balance, reducing stress, calming you down, sharpening your mind and making you more empathic.

Learn to see conflict as an opportunity to grow closer to others

Conflict and disagreements are inevitable in relationships. Two people can't possibly have the same needs, opinions, and expectations at all times. However, that needn't be a bad thing. Resolving conflict in healthy, constructive ways can strengthen trust between people. When conflict isn't perceived as threatening or punishing, it fosters freedom, creativity, and safety in relationships

<http://www.helpguide.org/articles/emotional-health/emotional-intelligence-eq.htm>

Gardner's multiple intelligences - principles and interpretation

Howard Gardner asserts certain principles relating to his multiple intelligence theory, which are explained and interpreted here, along with implications and examples:

The multiple intelligences theory represented/represents a definition of human nature, from a cognitive perspective, ie., how we perceive; how we are aware of things.

This provides absolutely pivotal and inescapable indication as to people's **preferred learning styles**, as well as their **behavioural and working styles**, and their **natural strengths**. The types of intelligence that a person possesses (Gardner suggests most of us are strong in three types) indicates not only a persons capabilities, but also the manner or method in which they prefer to learn and develop their strengths - and also to develop their weaknesses.

So for example:

- A person who is strong musically and weak numerically will be more likely to develop numerical and logical skills through music, and not by being bombarded by numbers alone.
- A person who is weak spatially and strong numerically, will be more likely to develop spatial ability if it is explained and developed by using numbers and logic, and not by asking them to pack a suitcase in front of an audience.
- A person who is weak bodily and physically and strong numerically might best be encouraged to increase their physical activity by encouraging them to learn about the mathematical and scientific relationships between exercise, diet and health, rather than forcing them to box or play rugby.

The pressure of possible failure and being forced to act and think unnaturally, have a significant negative influence on learning effectiveness. Happy relaxed people learn more readily than unhappy stressful people.

A person's strength is also a learning channel. A person's weakness is not a great learning channel. Simple huh?

When you add in what we know about personal belief and confidence it all begins to make even more sense. Develop people through their strengths and we not only stimulate their development - we also make them happy (because everyone enjoys working in their strength areas) - and we also grow their confidence and lift their belief (because they see they are doing well, and they get told they are doing well too).

Developing a person's strengths will increase their response to the learning experience, which helps them to develop their weaknesses as well as their strengths.

Having illustrated that sensible use of a person's natural strengths and types of intelligence is a good thing it's important to point out that intelligence in itself is not a measure of good or bad, nor of happy or sad.

The different intelligences - in Gardner's context (and normally in most other interpretations and definitions of the term) - are not a measure or reflection of emotion type. Intelligences are emotionally neutral. No type of intelligence is in itself an expression of happiness or sadness; nor an expression of feeling good or good or bad.

In the same way, the multiple intelligences are morally neutral too. No type of intelligence is intrinsically right or wrong. In other words intelligences are amoral, that is, neither moral nor immoral - irrespective of a person's blend of intelligences.

Intelligences are separate to the good or bad purposes to which people apply whatever intelligences they possess and use. Intelligences are not in themselves good or bad.

The types of intelligences that a person possesses are in themselves no indication or reflection - whatsoever - of whether the person is good or bad; happy or sad, right or wrong.

People possess a set of intelligences - not just one type and level of intelligence. This was a primary driver of Gardner's thinking; the fact, or assertion, that intelligence is not a single scalable aspect of a person's style and capability. Historically, and amazingly a perception that still persists among many people and institutions and systems today, intelligence was/is thought to be measurable on a single scale: a person could be judged - supposedly - to have a high or low or average intelligence; or a

person would be considered 'intelligent or 'unintelligent'. Gardner has demonstrated that this notion is ridiculous.

Intelligence is a mixture of several abilities (Gardner explains seven intelligences, and alludes to others) that are all of great value in life. But nobody's good at them all. In life we need people who collectively are good at different things. A well-balanced world, and well-balanced organisations and teams, are necessarily comprised of people who possess different mixtures of intelligences. This gives the group a fuller collective capability than a group of identically able specialists.

Incredibly many schools, teachers, and entire education systems, persist in the view that a child is either intelligent or not, and moreover that the 'intelligent' kids are 'good' and the 'unintelligent' kids are 'bad'. Worse still many children grow up being told that they are not intelligent and are therefore not of great worth; (the "you'll never amount to anything" syndrome is everywhere).

Schools aren't the only organisations which, despite all that Gardner has taught us, commonly still apply their own criteria (for example IQ - 'Intelligence Quotient' - tests) to judge 'intelligence', and then label the candidate either worthy or not. Adult people in work in organisations and business are routinely judged by inappropriate criteria, and then written off as being worthless by the employer. This type of faulty assessment is common during recruitment, ongoing management, and matters of career development and performance review.

The fact is that we are all intelligent in different ways.

The most brilliant scientific professor may well have exceptional intelligence in a number of areas (probably Logical-Mathematical, and one or two others) but will also be less able in other intelligences, and could well be inept in some.

By the same token a person who struggles with language and numbers might easily be an excellent sportsman, or musician, or artist.

A hopeless academic, who is tone-deaf and can't add up, could easily possess remarkable interpersonal skills.

Many very successful business-people were judged to be failures at school. They were of course judged according to a very narrow definition of what constitutes intelligence.

Many very successful and fulfilled people in life were also judged to be failures at school - brilliant scientists, leaders, writers, entertainers, sports-people, soldiers, humanitarians, healers, religious and political leaders - all sorts of happy, fulfilled remarkable people - they too were judged according to a very narrow definition of what constitutes intelligence.

Each one of us has a unique and different mix of intelligence types, and commonly the people with the least 'conventional' intelligence (as measured using old-fashioned narrow criteria), actually possess enormous talent - often under-valued, unknown and under-developed.

Gardner, and others of course, pointed out that managing people and organising a unique mixture of intelligence types is a hugely challenging affair.

It starts however with the recognition that people have abilities and potential that extend far beyond traditional methods of assessment, and actually far beyond Gardner's seven intelligences, which after all are only a starting point.

Gardner was one of the first to teach us that we should not judge and develop people (especially children, young people, and people at the beginnings of their careers) according to an arbitrary and narrow definition of intelligence. We must instead rediscover and promote the vast range of capabilities that have a value in life and organisations, and then set about valuing people for who they are, what they can be, and helping them to grow and fulfil their potential.

Other intelligences and models

Gardner said from the beginning that there could be additional intelligences worthy of inclusion within the model, and I certainly agree. Notably Gardner discussed Naturalist Intelligence (perception of and relationship with the natural environment); Spiritual or Existential Intelligence (as would concern one's relationship with the universe or God, depending on one's personal philosophy); and Moral Intelligence (one's relationship with other living things and their well-being).

Thus the model is extendable to modern ideas beyond those listed in the seven basic intelligences. As already discussed, defining additional intelligences is not easy. But they do exist, and people do possess capabilities, potential and values far beyond the seven original 'multiple intelligences'.

Gardner knew - as we can now see - that his multiple intelligences theory left some room to grow, however, while so many are still stuck on IQ and the 'Three R's' (the hackneyed 'Reading Writing and Arithmetic' - I ask you - how can so many buy into a framework that has so effortlessly assumed such a ridiculous description?...), the seven intelligences are a bloody good first step towards valuing and developing people in a more compassionate and constructive way.

If first we concentrate on encouraging schools and industry to think beyond IQ and the bleeding three R's - then perhaps soon we'll be ready for morality and spiritualism

<http://www.businessballs.com/howardgardnermultipleintelligences.htm#multiple%20intelligences%20tests>

Is emotional intelligence important in the workplace?

If you're in the world of business today, it's likely that you've heard of the term emotional intelligence. This notion, which came about in the early 1990s is built upon the premise that the greatest indicator of workplace success is not just the skill and experience, but rather the emotional intelligence of your staff also.

Emotional intelligence refers primarily to communication strengths. Those individuals with a high level of emotional intelligence (EI), or emotional quotient (EQ), tend to be personable, confident, forthright, and effective communicators.

In any industry, the question remains, is emotional intelligence important to the workplace today? Let's take a look at some of the ways emotional intelligence can enhance the success of a business or organisation.

It's all about partnership

Without a sense of teamwork and a focus on cooperative effort, even the most talented staff can fall short. The real value in emotional intelligence deals with how well team members work in accord with one another. Studies show time and again that groups and employees who have strong communication and interpersonal skills are more productive, experience increased sales, and report an overall higher level of career satisfaction. When hiring managers pay attention to emotional intelligence from the start, they are more likely to hire employees with the right attitude and set of characteristics that will thrive in their workplace. As such, this also results in longer terms of employment.

Problems solved quicker

Hiring a staff of high EI is not a guarantee that there will be no conflicts or disagreements. However, such a team will find that problems are resolved far more quickly and that reasonable and equitable solutions are more often generated. Emotional intelligence involves qualities such as perseverance, self-control, and a shared vision. Team members of a higher emotional intelligence will be more motivated to work for the good of the organisation as a whole and to come to agreement more swiftly. In other words, another argument for emotional intelligence would be that builds unity and community.

Increased empathy, kindness, and service

Not only does emotional intelligence improve the quality of work in an organisation, it also creates a genuinely better environment for everyone. When emotional intelligence skills are put into play, employees treat one another with greater respect kindness and patience. This also goes for customers and clients which, in turn, can produce incredible benefits for your business reputation. A staff of authentic, courteous individuals will help make the statement that you are a business that values its employees and treats everyone with whom it comes in contact with outstanding respect and service.

How to implement emotional intelligence in the workplace

If emotional intelligence does indeed have a place in a work environment, it will be vital for employees to get a sense of how to use this information. Organisations can consider meetings and training sessions which address these concepts. Such training could focus on how to recognise and appreciate the emotional strengths and weaknesses of others in the workplace. As employees begin to grasp this, they will have a better sense of their own personal qualities. The training should also emphasize understanding emotional cues and learning to read others. This can have a tremendous impact on communication abilities and help to build greater empathy and increased teamwork. As your employees absorb this new information, they will discover ways to listen better, share their viewpoints more clearly and politely, and how to deal with a wide variety of diverse individuals. The result of this will be a more flexible, adaptable and adept staff.

What other ways can emotional intelligence be of benefit in YOUR workplace or organisation?

<http://lmit.edu.au/blog/emotional-intelligence-important-workplace/>