



**BSBLDR511**  
**Develop and use emotional intelligence**

**Assessment Tool**

**STUDENT COPY**

<b>Student Name:</b>	ANURAG SHARMA
<b>Student ID No:</b>	

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## How Do I Use This Book?

*Your assessor will go through this handbook and the assessment activities with you in detail, before the assessment process begins.*

***This Handbook is divided into two sections:***

- **Section 1 -The introduction –** which provides general information about the unit(s) of competency you, will be assessed in.
- The **second section** contains specific detailed information of the assessment component activities. You will need to complete each assessment activity completely and to the required standard explained to you by your trainer and in this handbook in order to achieve competence in this assessment process

Welcome to your assessment on the following unit(s) of competency

## Assessment Resource Summary

<b>Unit Details</b>	<b>BSBLDR511 Develop and use emotional intelligence</b>	
<b>Assessment Type</b>	This is a <b>summative assessment</b> , which requires each student being able to practice prior to undertaking this assessment	
<b>Assessment Methods</b>	<b>Project /Report</b>	<b>Assessment 1</b> <i>Identify the impact of own emotions on others in the workplace</i>
	<b>Case Study</b>	<b>Assessment 2</b> <i>Recognise and address the emotional strengths and weaknesses of others</i>
	<b>Role Play</b>	<b>Assessment 3</b> <ul style="list-style-type: none"> <li>• Promote the development of emotional intelligence in others</li> <li>• Utilise emotional intelligence to maximise team outcomes</li> </ul>
	<b>Written Assessment</b>	<b>Assessment 4</b> <i>Written Assessment</i>

## Unit Summary

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 are required to identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems as part of their job role. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Code	Title	Unit Sector
BSBLDR511	Develop and use emotional intelligence	Management and Leadership - Leadership

<b>*Prerequisite Unit</b>	Nil
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# General Instructions to Student

Please read all the information before you proceed to complete the assessment tasks. If you do not understand any part of these instructions, please ask your trainer/assessor.

## **Objective of Assessment**

The primary objective of assessment is to support and encourage your learning. Assessment results give the assessor an indication of how well you have learnt in class and or areas you may need extra support with. The assessments are intended to be equitable, fair and flexible. All the information, skills and knowledge being assessed by the assessments have been based on theory, practical and skills delivered by your trainer/assessor during classes, and or during self-directed study and meet the requirements of the unit of competency.

## **Assessment Feedback and Support throughout the Assessment Process**

Students are encouraged to reflect on key observations and issues encountered during their studies to encourage learning. Knowing what you understand or have mastered and identifying where you need to improve the critical skills for successful learning.

Your assessor will give you feedback throughout the duration of the unit you are studying and after assessment results. The feedback given to you will always be to support your achievements and to monitor your progress throughout your studies.

## **Reasonable Adjustment or Special Needs**

In the situation where you or your assessor feel that extra support needs to be given, your assessor will organise a time to meet with you and discuss the options available to you. Your assessors aim is to ensure the successful completion of your course with the least amount of difficulty.

Reasonable adjustment will be provided for students with a disability or learning difficulty according to the nature of the disability or difficulty. Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment such as oral assessment.

In assessing the competence of individuals, assessors must provide for reasonable adjustments to ensure the assessment principles of fairness and flexibility are addressed. However, assessors must be confident that reasonable adjustments do not compromise the outcomes of the unit and the integrity of the qualifications and Statements of Attainment issued as certification of achievement.

### Achieving a Satisfactory Result and Reassessment

This qualification is based on Competency based training.

There are two outcomes for each assessment task level:

**S (S) = Satisfactory**

**Or: (NS) = Not Satisfactory** (requires more training and experience or evidence to complete the assessment).

You must achieve a satisfactory result for all components of the unit tasks to be deemed overall **Competent (C)** in this unit.

- Should you not be successful in your attempt your assessor will provide directive feedback to guide to success in your second attempt; i.e. reassessment.
- You will be given two (2) re-assessment opportunities of which one will be at no cost to you but the second one will incur a fee. Please refer to the fee schedule located on the website.
- Assessment reasonable adjustment may be exercised by your assessor at their discretion.

### Appeal an Academic Decision

Where a student does not agree with the Assessors decision they should first discuss the issue with the assessor and try to reach an understanding of the decision and a way forward to get the issue resolved.

If this informal approach does not lead to a satisfactory result for the student and he/she believes is unfair, then they may ask for another trainer/assessor to objectively re-mark their submission.

If the result and feedback from the 2<sup>nd</sup> re-marking is consistent with the first marking – yet the student still wishes to pursue the matter further - they may then lodge an appeal following the College's Complaints and Appeals process. Please refer to the Victorian College of Education Complaints and Appeals Policy for further details.

### Cheating and Plagiarism

**Victorian College of Education will not tolerate Cheating and plagiarism from any student.** Evidence of plagiarism and cheating are treated on a case by case basis and consequences for students engaging in such practices may include being deemed **Not Yet Satisfactory** in the assessment or **Not Yet Competent** in the unit or exclusion from the course. If you are caught cheating, you will be required to re-enrol in the unit which will incur a fee. Please refer to the schedule of fees on the VCEA website.

### Submitting Assessment Tasks

You must submit all assessment tasks together with the provided cover sheet. Work submitted without a coversheet will be returned unmarked. **ALL** tasks must be completed in legible English. It is preferable that tasks are typed where this is not possible or where room is provided on a paper for short answers, you must write clearly.

#### Cover sheets

Student must submit a completed coversheet with all assessments tasks, ensuring the student declaration section is signed. Assessment cover sheets are available from the front office.

#### Due dates

Submissions must be made by the due date. Late submissions will be treated as reassessment unless the student gets the pre-approval from the trainer.

#### Referencing

Students should follow the Harvard style of referencing on all assignments, reports and project submitted.

### Student Access to Records

Students have the right to access current and accurate records of their participation and results at any time. Students can see their results by requesting the information from their trainer/assessor or can request a copy of records by contacting student administration.

### Due Date and Extensions

Submit the task before or on due date. If you need extensions consult your trainer/assessor. Remember extension is a mutual agreement between you and your trainer/assessor and this can be obtained if the need is genuine or under compassionate circumstances. You will be required to submit your request for extension in writing to your trainer and attach any supporting documents.

# General information on Assessment Methods

Assessment tasks may be structured with any combination of

- a) Written tasks assignment/projects.
- b) open book tests
- c) closed book exams
- d) role plays,
- e) Practical demonstrations.

Each unit will clearly show

1. How many tasks there are
2. What the nature of the task is – (see above)

You must complete all of these units and **gain a satisfactory result in all tasks in order to be deemed competent in the unit.**

## Written Tasks

- Ensure you are clear on the topic. If you are unsure please ask questions to your trainer/assessor.
- If it is an **open book test**: -You will have to bring your own books for reference
- If this is a **closed book exam** – **No books or smart phones** will be allowed on your desk.
- Ensure you know what date and what time the test will start and what the duration is allowed to complete the test.
- In your responses please ensure you print clearly
- **In order to achieve satisfactory , ALL questions MUST be answered CORRECTLY**
- Use a pen. Assessments written in pencil or red pen will not be accepted.
- If your writing is illegible your trainer may request, you to type your written task. You will then need to sign the student declaration of authenticity. Your trainer at their discretion may also quiz you with verbal questions for deeming authenticity.
- Ask your assessor if you do not understand a question. Whist your assessor cannot tell you the answer, he/she may be able to re-word the question for you.
- Do not talk to your classmates. If you are caught talking, you will be asked to leave and your assessment will not be marked.
- Do not cheat. Anyone caught cheating will automatically be marked **Not Satisfactory (NS)** for this assessment. There are NO EXCEPTIONS to this rule.

## Learner Declaration

I understand what is required to be completed in this assessment. I have been fully informed and I am confident to proceed.

Learner Name:	Learner Signature:	Date:

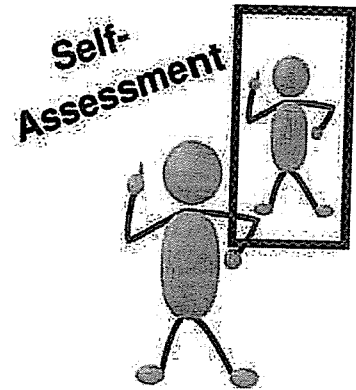
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# Assessment 1 – Project & Report

## Identify the impact of own emotions on others in the workplace

### Evaluation Criteria

This assessment involves you undertaking a personality questionnaire online. This test will help to *identify and use evaluation criteria to determine your own emotional strengths, weaknesses*. This test will also evaluate your *stressors, emotional states and triggers* through self-evaluation and self-reflection. After completing the questionnaire, you will need to complete a few short questions and submit it in a report format.



**Minimum 2-3 pages in a word document using 'Times New Roman' font size 12.**

### INSTRUCTIONS:

Complete the personality test at the following link: Personality Test ([www.123teat.com/personality-test](http://www.123teat.com/personality-test) )

**Take a screen shot of the final results page** of the test to send to your assessor as evidence of completing.

Answer all the questions below using the results of the test to guide your answers. Each question should be answered within a paragraph or two.

Answer all the 13 following questions in your report.

1. Discuss your ratings for each of the five factors as identified in the personality test results. The discussion should include your score for each of the factors and how you rate on each factor, as well as your strongest personality trait as shown by your highest score.
2. Reflecting on the results, what stood out for you in terms of what it tells you about yourself as a person?
3. Thinking about the questions asked as part of the personality test and your learnings as part of this unit, discuss five of your **emotional strengths**.
4. Thinking about the questions asked as part of the personality test and your learning as part of this unit, discuss five of your **emotional weaknesses**.
5. Discuss how you believe the emotional strengths you have identified above **will help your workplace /team performance and relationships**.

- 6 Discuss how you believe your emotional weaknesses could hinder your workplace performance and relationships.

## Analyse and document potential emotional triggers in workplace situations

For this exercise you will now be required to analyse and document your emotional triggers that you have previously identified.

- 7 Ask someone who knows you well in a workplace/business relationship to help you complete the following table about **personal stressors at work and your emotional states.**/(emotional responses).

This person may be a colleague, friend, supervisor. Manager or your trainer/assessor. It is likely that they identify an emotional response in you that you may not have been aware of through the self-reflection.

Ask them to identify sources of stress (an example) most likely to result in workplace stress for you, your emotional state/(stress response) and actions that you can take (or have taken) to manage stress. (You will need to recreate this table in the word processor.)

### Feedback from others

Personal stressor	What is your stress response (emotional, physical, and behavioural)?	Actions to address /Appropriate response for the workplace

- 8 Review the following list of needs and choose at least three (3) from the list that most trigger your emotions when you don't get these needs met.

Consider this question in the context of the workplace.

- |                 |                  |                     |
|-----------------|------------------|---------------------|
| ▪ Acceptance    | ▪ Respect        | ▪ Be loved/liked    |
| ▪ Be understood | ▪ Be needed      | ▪ Be valued         |
| ▪ Be in control | ▪ Be right       | ▪ Be treated fairly |
| ▪ Attention     | ▪ Comfort        | ▪ Freedom           |
| ▪ Peacefulness  | ▪ Balance        | ▪ Consistency       |
| ▪ Order         | ▪ Variety        | ▪ Included          |
| ▪ Safety        | ▪ Predictability | ▪ Autonomy          |
| ▪ Fun           | ▪ New challenges |                     |

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**As a conclusion to your report answer these final questions:**

- 10 What do you now understand emotional intelligence to be. Describe this in your own words.
- 11 What are some strategies you have learnt to help manage the impact of emotions in the workplace on yourself and on the team. Give at least 2 specific examples of strategies.
- 12 In your opinion is emotional intelligence effective in the workplace? Why or why not.
- 13 What are some of the benefits of having 'Emotional Intelligence' in the workplace – Explain your answer.
- 14 Do a final summary and evaluation of your own emotional responses. What is the overall impact on the team or workplace in relation to your emotions? How may it effect the team or workplace – be specific in your answer using the details and findings from your tests and feedback.

# Assessment 1 - Assessor Checklist - Assessor Use ONLY

*This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.*

*Please complete below*

<b>Student Name:</b>	
<b>Student ID No:</b>	

<b>Did the student:</b>	<b>Satisfactory</b>	<b>Comments</b>
• Complete the self-assessment personality test online	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>are the learning points listed below part of the word doc. mentioned?</i></p> <p><i>Do they require sep files? If yes then which ones?</i></p>
• Submitted evidence of completing the test with either a screenshot, photograph or print out	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Answered all the questions successfully	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Submitted a professional word document as per the criteria	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Showed evidence of self-evaluation and reflection	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Demonstrated/described the impact that emotional responses can have on others particularly in the workplace	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Identify and use evaluation criteria to determine own emotional strengths and weaknesses	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Identified own stressors, emotional states and triggers through self-reflection and feedback from others	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Described the importance of modelling behaviours that demonstrate management of emotions	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Identify personal stressors and own emotional states related to the workplace	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Analysed and documented potential emotional triggers in workplace situations which may require determining an appropriate emotional responses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Evaluate the impact of own workplace behaviours that demonstrate management of emotions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Use self-reflection and feedback from others to <u>improve and further</u> develop their own emotional intelligence	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>Student Declaration:</b> I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.</p>	Name: _____
	Signature: _____
	Date: ____/____/____

**Assessor Use Only**

Assessor Comments

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**Assessor:** I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Result: Satisfactory | Not Satisfactory | Not Assessed**

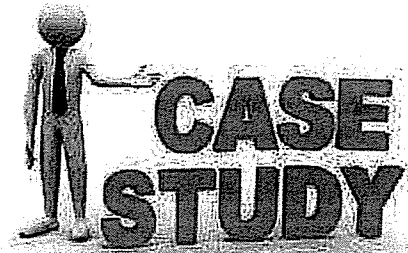
# Assessment 2 – Case Study

## Recognise and address the emotional strengths and weaknesses of others

Now that you have developed understanding and self-awareness of your own emotions you will now apply this skill to recognising emotional responses in others and help them to develop their emotional management.

For this assessment we will utilise a case study.  
Read the case study carefully and answer the questions.  
This will help prepare you for a role play activity in Assessment

3



### CASE STUDY: BERYL AND YUKO

*You are the Manager of a team of telemarketing staff for an online rental property business. The business specialises in finding both commercial and residential tenants for landlords, as well as matching landlords with tenants.*

*All staff work an eight-hour day from 9am to 5.30 pm, with 30 minutes for lunch.*

*Beryl is the Team Leader of the telemarketing group responsible for:*

- *supervision and mentoring of a telemarketing team of 8*
- *outbound sales calls to real estate agents, property managers and landlords*
- *appointment setting for field sales teams*
- *inbound query resolution and customer service*
- *maintenance of all customer contacts in the Customer Relationship Management system.*

*Beryl, aged 62, has been with the company for 3 years. She was born in Australia and she has worked in sales most of her life. Beryl was hoping to retire at 60, but personal circumstances have meant she is continuing to work. Beryl is a very hard worker and achieves above the required results for signing up tenants and landlords.*

*One of the telemarketers that Beryl is responsible for is Yuko. Yuko is Japanese, aged 40 and has been in Australia for 2 years. She speaks good English and although she is generally quiet she gets on with her team members. She has always been very reliable with her attendance at work.*

*As the Operations Manager of the company and the overall manager of the team, you have noticed recently that there is tension between Beryl and Yuko.*

*You have noticed that Beryl often ignores Yuko or addresses her through another member of the team. You have also noticed Beryl whispering to other workers and you sense that this is in relation to Yuko. Yuko's work performance is suffering, and she is not making the required amount of daily calls to sign up new tenants and landlords. Yuko has also become more withdrawn recently and tends not to sit in the staff room anymore or attend staff social functions.*

*This situation is stressful for you as the Manager, as the team's performance targets are not being met and the situation seems to be influencing other staff members.*

*You have heard through another member of staff that Yuko feels that Beryl is racist, and that Beryl complains that she can't understand Yuko's accent and she feels Yuko is never very enthusiastic about her work.*

*You would like to resolve this situation by getting Beryl and Yuko to understand each other's perspectives and to manage their emotions at work. At this stage there are no options for moving either member of staff to another team.*

You will need to answer all the following questions in preparation for the meeting role play in **Assessment Task 3**

**1. Based on a review of the scenario, what do you think could be a possible range of emotions that Yuko could be feeling? List at least five possibilities.**

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**2. Based on a review of the scenario, what are the possible ranges of emotions that Beryl could be feeling? List at least five possibilities.**

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**3. Would you expect any cultural differences in emotions? Research differences between Australian and Japanese expressions of emotions and describe differences you identify. List at least two.**

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# Assessment 2 -Assessor Checklist-

## Assessor Use ONLY

*This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.*

*Please complete below*

<b>Student Name:</b>	
<b>Student ID No:</b>	

<b>Did the student:</b>	<b>Satisfactory</b>	<b>Comments</b>
Answer all the case study questions successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Through the case study student could recognise and address the emotional strengths and weaknesses of others	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Recognised and responded appropriately to the emotional states of co-workers and assess their emotional cues	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Demonstrated an understanding that different cultures may show emotions very differently. Student could identify the range of cultural expressions of emotions and respond appropriately	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Student described techniques to demonstrate flexibility and adaptability in dealing with others	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Demonstrated the importance to be flexible and adaptable when dealing with others	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Consider the emotions of others when making decisions	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Developed a plan for identifying and responding appropriately to a range of cultural expressions of emotions	<input type="checkbox"/> Yes <input type="checkbox"/> No	



## Assessment 3 – Role Play

- **Promote the development of emotional intelligence in others**
- **Utilise emotional intelligence to maximise team outcomes**

This assessment is a continuation of the case study and preparation you completed in Assessment 2.

For this assessment you will be required to participate in a role play meeting of your team to help promote development of emotional intelligence to maximise your teams' outcomes.



### **Role Play Instructions:**

For the role play you will be acting as the '**Operations Manager**' and you will be allocated your staff members playing; 'Beryl and Yuko'.

Your assessor may play the role of the team members or a class mate. You may need to swap roles depending on the size of the group.

Before you participate in the role play make sure you have referred to your notes from assessment 1 and 2 to help guide you.

Prepare some basic 'rules' during the meeting.

Think about what strategies you will utilise to help both parties be heard and understand each other and finally to achieve a mutually agreed outcome.

Ensure you **model behaviours** that **demonstrate management of emotions**

Consider some questions you may ask Beryl and Yuko at their meetings to find out more about the situation and their thoughts and emotions.

Take notes while you are in the role play.

***At the meeting also consider the following:***

- Explain the purpose of the meeting.
- Find out more about each staff member's side of the story.
- **Respond appropriately** to each staff member's emotional state and create opportunities for Beryl/Yuko to express their thoughts and feelings through open questions and active listening.
- **Demonstrate effective and culturally appropriate** non-verbal communication skills including position of arms in a non-defensive position, nodding and smiling as appropriate.
- Explore the **impact** of each staff member's **behaviour and emotions** on the other staff member and the rest of the team.
- Discuss each staff member's strengths and their contribution to the workplace.
- **Discuss appropriate emotional intelligence techniques**, including self-management of emotions, for managing behaviour and for building effective workplace relationships.
- Decide on **actions** for **addressing the issue** considering both staff members' needs and emotions, as well as identified strengths. In discussing actions, you should show that you have considered the additional information provided at the meeting.

***Your assessor will be looking to see that you:***

- Assess emotional states of both employees during the meetings
- Use questioning and active listening techniques
- Demonstrate a caring and empathetic approach
- Remain calm and unbiased
- Explore the impact of behaviour on employees and the rest of the team
- Respond to differing cultural expressions of emotions
- Encourage employees to develop and use emotional intelligence techniques
- Show flexibility and adaptability in decision making
- Consider needs and emotions and identify strengths of employees

# Assessment 3 - Observation Checklist – Assessor Use ONLY

*This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.*

*Please complete below*

<b>Student Name:</b>	
<b>Student ID No:</b>	

Did the student:	Satisfactory	Comments
Participate in the role play effectively applying the case study and emotional intelligence	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Prepared for the role play with documents, instructions, questions and strategies of negotiation	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Demonstrated effective verbal and non-verbal communication skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Demonstrate consideration of the emotions of others when making decisions	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Created opportunities for the team members to express their thoughts and feelings	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assisted others to understand the effect of their behaviour and emotions on others in the workplace	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Encouraged the self-management of emotions in others	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Encouraged others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Utilised skills in emotional intelligence to maximise team outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Encouraged a positive inclusive emotional climate in the workplace	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Use the strengths of workgroup members to achieve workplace outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>Student Declaration:</b> I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.</p>	Name: _____
	Signature: _____
	Date: ____/____/____

**Assessor Use Only**

Assessor Comments

**Assessor:** I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback

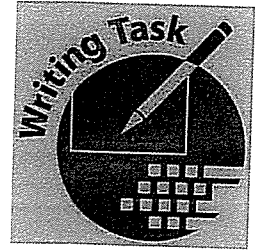
Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Result: Satisfactory | Not Satisfactory | Not Assessed**

# Assessment 4- Written Task



Please follow the instruction as outlined in section 1 of this assessment booklet.

<b>Student Name:</b>	
<b>Student ID No:</b>	

### Questions

1	In your own words, what is ' <i>emotional intelligence</i> '? (Explain the Key principles and features)
	Why do you believe it is important that we develop skills in 'emotional intelligence' in the workplace?

2 Research the "**Four Branch Model of Emotional Intelligence**" developed by Mayer and Salovey (1997). List each of the branches.

Blank space for student response to question 2.

3 Daniel Goleman a famous psychologist developed the "**five key principles of emotional intelligence**" – Research these principles and list them below.

Blank space for student response to question 3.

4

Describe a key strategy you have learnt or currently utilise to be '*emotionally intelligent*' to others or yourself

5 Discuss the key concept of emotional intelligence and its importance at work.  
In your response address how, emotional intelligence can be used to meet business objectives and build relationships in the workplace in your response.

Blank response area for student answer.

Read the case study and answer the question below.

Case study of emotional intelligence: **Why did her staff member leave (Resign)?**

6 The General Manager, Kimberley, told the other managers in a meeting that one her staff members had left. Kimberley told them that the employee was valuable, and she depended on her greatly. When Kimberley asked her why she was leaving she said, *'I don't feel appreciated'*. Kimberley was dumbfounded. *'Did you ever tell her?'* one manager asked. *'No'*, she said. *'I thought it was obvious.'*

***What could Kimberley have said to her employee? Discuss your response in relation to the Genos model and the core skill the case study relates to.***

Read the case study and answer the question below.

A company director, John, needed to provide one of his senior managers with feedback on his poor performance. The previous director had failed to approach this manager on his poor performance and it had been allowed to continue and become entrenched.

7 John felt anxious about doing this as he was concerned his manager would get upset and start blaming him, or worse still, get angry and undermine him later by spreading malicious gossip. He was heard to say, *'He is a senior manager, I shouldn't have to give him feedback; he should be self-motivated'*. He felt uncomfortable with strong displays of emotions and wasn't sure he had the skills to handle them. He preferred to avoid conflict.

- Describe how a person with **low** emotional intelligence would respond to this situation.
- Describe how a person with **high** emotional intelligence would respond to this situation.

Below are some common situations in which employees feel anxious, scared, angry or sad.

Enter a response that is **likely to trigger fear** and a response that is **less likely to trigger fear**:

8A

*Katie is about to make a presentation to the senior management team and is worried it won't go well.*

*Lisa makes a costly mistake at work*

8B

Enter a response that is **likely to trigger fear** and a response that is **less likely to trigger fear**:

8C *It's Melisa's second month on the job and she seems to have a hard time learning and remembering the job.*  
*Enter a response that is **likely to trigger fear** and a response that is **less likely to trigger fear**:*

8D *Wayne reports to you that a fellow worker has been bullying him about his sexuality.*  
*Enter a response that is **likely to trigger fear** and a response that is **less likely to trigger fear**:*

8E

Marissa just ended a call with a customer and seems very frustrated and angry.  
Enter a response that is **likely to trigger fear** and a response that is **less likely to trigger fear**:

9

Discuss how you can communicate effectively in a **diverse workplace** with people from varying cultural backgrounds that express emotions differently to you.  
Select three cultures and give an example for each of how a person from that culture may respond emotionally if a manager were to give them outstanding feedback.

10 List four factors that are important in cross-cultural communication.

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**Student Declaration:** I declare that the work submitted is my own and has not been copied or plagiarised from any person or source.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Assessor Use Only**

**Comments**

<b>Comments</b>			
<b>Result</b> <i>(Please Circle)</i>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Incomplete</b>
<b>Assessor:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback	Name: _____ Signature: _____ Date: ____/____/____		

