



BSBPEF502

MARKING GUIDE

Develop and use emotional intelligence

Assessment 1 of 2

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into five (5) short answer questions.

Read each question carefully before capturing your response in the space provided.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)



However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

Identify the four [4] domains of emotional intelligence as stated by Daniel Goleman and briefly outline their key characteristics.

Assessor instructions: Students must identify and describe the four domains of emotional intelligence as stated by Daniel Goleman.

A sample answer is provided below. Students answers must include the four domains identified and reflect the key characteristics included.

| Goleman's domains of emotional intelligence | | Description/ characteristics of each (Approximately 40 words per domain) |
|---|---|---|
| 1. | <i>Self awareness</i> | <ul style="list-style-type: none">▪ <i>recognising own moods/feelings, motivations, and their effect on others</i>▪ <i>acknowledge the feelings and accept the feeling</i>▪ <i>understanding of how we feel and why we feel that way.</i> |
| 2. | <i>Self-management or self-regulation</i> | <ul style="list-style-type: none">▪ <i>ability to control own impulses, actions/reactions to feelings</i>▪ <i>ability to anticipate consequences before acting/reacting to stimuli.</i> |
| 3. | <i>Social awareness</i> | <ul style="list-style-type: none">▪ <i>ability notice other's emotions and assess the situations appropriately</i>▪ <i>ability to sense what others think or feel and be empathetic</i>▪ <i>ability to be considerate to other's feelings and respond appropriately.</i> |
| 4. | <i>Relationship management</i> | <ul style="list-style-type: none">▪ <i>ability to recognise how others feel and control your reactions to their negative behaviour</i>▪ <i>ability to recognise how others feel and control their actions/reactions by turning them into a positive direction</i>▪ <i>ability to influence others around to make good decisions</i>▪ <i>ability to work collaboratively with others.</i> |

Question 2

Briefly outline three [3] strategies you can use to improve your emotional intelligence.

[Approximate word count: 30 words in total]

Assessor instructions: Students must briefly outline three [3] strategies that improve emotional intelligence.

Sample answers are provided below. Students answers much include three [3] of the options listed in the samples below.

Student response must include three of the following points:

- *learn how to communicate better both verbally and non-verbally*
- *learn to deal with negativity by focusing on the positive*
- *learn how to stay calm when under pressure/stress*
- *learn to be proactive, rather than reactive*
- *learn how to express your emotions better*

- *learn how to be assertive without being disrespectful or argumentative*
- *learn to be empathic to others*
- *learn how to control your impulses.*

Question 3

Describe three (3) strategies that can improve communication with a diverse workforce which has varying cultural expressions.

[Approximate word count: 40 words in total]

Assessor instructions: Students must describe three (3) strategies that can improve communication when working in a diverse workforce with a range of expressions. The strategy must support the idea that communication is improved for a diverse group.

Sample answers are provided below. Alternative answers may apply, however must clearly address the parameters set in the assessor instructions.

Student response may include some of the following points:

- *keep it formal.*
- *watch your humour, as humour can be interpreted differently by different cultures*
- *avoid jargon or colloquialisms that other cultures may not understand*
- *don't interrupt when others are speaking – be patient and let the other person finish what they are saying otherwise this can cause the speaker to become embarrassed*
- *ensure diversity is celebrated in the organisation's culture*
- *watch your non-verbal body cues*
- *simplify the language used to avoid complex or easy to misunderstand words*
- *try to gain an understanding of the different cultures of your co-workers*
- *schedule out of work activities to build rapport*
- *develop policies in relation to anti-discrimination*
- *employ active listening*
- *confirm understanding.*

Question 4

Identify and describe three (3) ways that emotional intelligence contributes to building workplace relationships.

[Approximate word count: 70 words in total]

Assessor instructions: Students must identify and describe three (3) ways emotional intelligence can contribute to building workplace relationships. The description must draw a direct link to how emotional intelligence positively supports building relationships.

Sample answers are provided below. Alternative answers may apply, however must clearly address the parameters set in the assessor instructions.

Student response may include some of the following points:

- *Stress management: people with high emotional intelligence are better able to manage their stress, which can have a calming influence on others in the work team.*

- *Effective communicator: people with high emotional intelligence know when to communicate, what to communicate and how to communicate it.*
- *Conflict solver: people with high emotional intelligence are better able to resolve conflict in the workplace without resorting to anger and blame.*
- *Quick learner: people with high emotional intelligence are able to reflect on the mistakes they have made to ensure they don't replicate them again.*
- *Co-operator: people with high emotional intelligence are able to work with others to reach mutually beneficial goals.*
- *Leadership qualities: people with high emotional intelligence are able to coach and mentor others in the workplace by being a role model.*

Question 5

Describe two [2] ways in which you can assist team members to develop their own emotional intelligence and how this is likely to help them.

[Approximate word count: 60 words in total]

Assessor instructions: Students must identify and describe two [2] ways individuals can assist team members in developing their own emotional intelligence. The description must draw a direct link to how the individual/student's assistance may help the team member develop/enhance their emotional intelligence.

Sample answers are provided below. Alternative answers may apply, however must clearly address the parameters set in the assessor instructions.

Student response may include some of the following points:

- *Educating them about EI: Introduce the concept of emotional intelligence to the team member if they haven't heard of it before. Explain its role for better performance at work, conflict management, and overall internal harmony of an individual.*
- *Team building exercises: Team-building helps to break down emotional barriers between employees, encourage empathy by better understanding each other, and leads to better communication and collaboration.*
- *Feedback: Giving feedback to employees is a definite way to improve their emotional intelligence as it teaches them to accept criticism and encourages confidence when receiving positive feedback.*
- *Reward initiative: To increase the emotional intelligence of team member, rewarding and acknowledging them whenever they try something new or different. By creating a culture where taking initiative and thinking outside the box is rewarded [even if it is not successful], employees will become more comfortable with one another and great ideas will start flowing.*
- *Working on your own EI: Emotionally intelligent leaders can cultivate the same quality in their team members by being able to clearly express their thoughts, being aware of what's going on around them, and being able to handle conflicts.*
- *Ensure that leaders model appropriate behaviours: Modelling provides a clear guideline to behaviour and if EI is modelled by others it is more likely to be understood and applied..*
- *Make sure employees feel valued: When an employee has a voice, they feel more connected.*
- *Set Expectations: To develop greater competencies in others, be sure that goals and expectations are very carefully spelled out.*
- *Empower Your Employee: This provides employees the opportunity to think for themselves.*
- *Help Employees Maintain Emotional Balance: The workplace itself can be stressful, but workers often bring their problems to the job. Good managers need to tune in to what their employees are feeling and help them regain self-control and act appropriately.*

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

| | | |
|---|--|--------------------------|
| 1 | Answer five (5) short answer questions to be completed in the spaces provided. | <input type="checkbox"/> |
|---|--|--------------------------|



Congratulations you have reached the end of Assessment 1!

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