

# EMOTIONAL INTELLIGENCE POLICY AND PROCEDURES

## Purpose

This document is designed to provide Complete Business Solutions Australia (CBSA) Managers with the information and tools required to maximise their emotional intelligence in the workplace.

This includes the following:

- Emotional Intelligence in the workplace
- Evaluating your emotional intelligence
- Improving your emotional intelligence
- Supporting others emotional intelligence

## Document Control

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# Policy

## 1. Emotional Intelligence in the workplace

Emotional intelligence (EI), or emotional quotient helps us to navigate complex social environments in the workplace and lead and inspire others while helping us achieve our very best.

By consciously applying EI practice to ourselves and our leadership responsibilities at CBSA, we are creating happier team members who thereby create a happier workplace.

### 1.1 What is Emotional Intelligence?

EI represents the ability to understand and manage your emotions in a positive way to relieve stress, communicate effectively, empathise with others, overcome challenges and neutralise conflict. Emotional intelligence helps us strengthen our relationships, succeed in what we set our minds too, and achieve our goals.

EI consists of four components. These include:

1. **Self-awareness** – Recognise your own emotions and how they affect thoughts and behaviour. Identify your strengths and weaknesses and have self-confidence.
2. **Self-management** – Control impulsive feelings and behaviours, manage emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
3. **Social awareness** – Have and demonstrate empathy. Understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognise the power dynamics in a group or organisation.
4. **Relationship management** – Know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

### 1.2 Emotional stressors in the workplace

The workplace is often a source of emotional stress. Some common emotional stressors in the workplace include:

[Approximate word range: 2-7 words per stressor]

1.	
2.	
3.	

# Procedures

## 1. Assessing your emotional intelligence

EI reflects your capacity to understand and manage emotion. This includes your emotions and the emotions of those around you.

### 1.1 Self-Assessment

In order to be able to manage your emotions, you must first understand them. This can be achieved through a process of self-assessment of your strengths and weaknesses.

Benefits of this self-assessment include:

- Understanding yourself better
- Identifying weaknesses in order to address them
- Identifying strengths in order to capitalise on them
- Providing a basis for goal planning
- Providing a pathway for development

This kind of self-assessment can help you to identify and understand key issues affecting your performance and relationships, but you must first clarify your focus – what are you trying to achieve?

In this context your goal is to determine your emotional strengths and weaknesses through a process of self-reflection. It would be valuable to consider this process in line with the key EI elements outlined in this Policy, on a simplified basis by considering the following questions:

#### 1. **Self-awareness:**

- Can you recognise your own emotions?
- How do they affect your thoughts and behaviour?

#### 2. **Self-management:**

- Can you control your impulsive feelings and behaviours?
- Do you manage your emotions in a healthy way?
- Are you able to take initiative or do you follow others?
- Do you follow through on commitments?
- Are you flexible and able to adapt to changing circumstances?

#### 3. **Social awareness:**

- Do you have empathy for others?
- Are you able to demonstrate this?
- Do you understand the emotions, needs, and concerns of other people?

- Are you able to pick up on emotional cues?
- Do you feel comfortable socially?
- Can you recognise the power dynamics in a group or organisation?

#### 4. Relationship management:

- Are you able to build good relationships?
- Can you maintain them?
- Do you communicate clearly?
- Do others understand what you are communicating?
- Do you inspire and influence others?
- Do you work well in a team?
- How do you cope with and manage conflict?

### EVALUATION CRITERIA

In order to determine what is a strength or weakness, a benchmark needs to be set. This is done by identifying some evaluation criteria, by setting a standard of reference. Two key elements for setting evaluation criteria are:

1. **Relevant:** It reflects the correct/best way of doing things.
2. **Effective:** It supports me in achieving my objectives.

An example of an evaluation criteria for each EI element evaluation, presented as a statement that I can agree with or disagree with may be:

- **Self-awareness** – I am able to identify my emotions in order to understand how they impact my behaviour.
- **Self-management** – I am able to control my impulsive feelings and behaviours.
- **Social awareness** – I have and am able to demonstrate empathy for others.
- **Relationship management** – I communicate clearly using a range of methods appropriate to my audience.

The evaluation criteria above are generic and may not suit your role, responsibilities or relationships, so before commencing your own self-assessment you must document your own evaluation criteria. This can be captured in [Appendix A: Self-Assessment Form](#).

## 1.2 EI Evaluation Tools

### 1.2.1 EVALUATION CRITERIA

Emotional intelligence evaluation tools are skill-based assessments based on the four key EI components, drilling down to the next level for assessment including:

1. Self-awareness
  - Identify your emotions accurately
  - Understand the basis for your reactions

- Understand how your reactions impact others
- Understand how other people emotions impact you
- 2. Self-management
  - Managing stress
  - Self-regulating your emotions
  - Managing frustration and anger
  - Making decisions in stressful situations
- 3. Social awareness
  - Understanding others emotions
  - Responding to others who are distressed
  - Being flexible and adaptable
  - Overcoming barriers to action (others' emotions)
- 4. Relationship management
  - Communicating assertively
  - Giving and receiving negative feedback
  - Managing conflict
  - Influencing others positively

### 1.2.2 EI TEST TOOLS

There are a range of EI tests available, however to capture reliable results it is recommended that you complete the [Global Leadership Foundation Emotional Intelligence Test](#).

This test consists of 40 statements where individuals consider two statements and select the one that best describes them. Do not over analyse the statements – choose the statement that you instinctively agree with the most.

This test should take approximately 10 minutes to complete. At the end of the test, you will receive a score that reflects your capability level against each of the EI components identified.

#### SCORE

A score of 4 or lower represents a low EI rating.

A score of 5-7 represents a moderate EI rating.

A score of 8 or higher represents a high EI rating.

This test does not guarantee the accuracy of the results, however provides additional weight and consideration during your process of self-evaluation and personal development.

## 2. Improving your emotional intelligence

### 2.1 Feedback

Once you have completed a self-assessment, it is recommended that you seek feedback on your assessment to gain additional insight and determine areas for improvement. This is best done with:

- someone you trust - your direct manager where possible, although it can also be a peer
- someone you have known for a minimum period of 6 months - although the longer the better

By having an open and honest discussion with someone you trust, you may gain additional and valuable insight into your strengths and weaknesses and identify a wider range of opportunities to improve your emotional intelligence overall.

### 2.2 Common areas for improvement

Some commonly identified areas to improve emotional intelligence include:

- Stressors and how to respond
- Flexibility and adaptability
- Responding to a range of emotional expression

#### 2.2.1 RESPONDING TO EMOTIONAL STRESSORS

Thinking back to the common emotional stressors identified above (*see POLICY 1.2 Emotional stressors in the workplace*), by analysing the potential causes and impacts, we have identified some methods to help minimise and even remove the stressors. Some of these include:

*[Approximate word range: 40-80 words per stressor]*

Stressor (from POLICY 1.2)		Method to minimise or eliminate (Identify the cause and impact of the stressor and how the proposed method will help to manage it)	
1.		Cause	
		Impact	
		Method	
2.		Cause	
		Impact	

		Method	
3.		Cause	
		Impact	
		Method	

### 2.2.2 FLEXIBILITY AND ADAPTABILITY

In the workplace the terms flexible and adaptable refer to easily adjusting to changing circumstances, i.e. keeping up with shifting priorities, a change in scope, introduction of new policies and processes for example.

Techniques that support flexibility and adaptability include:

1. **Think creatively:** Encourage creative thinking in how work goals are to be achieved.
2. **Embrace ambiguity:** Make a conscious effort to maintain a positive mindset while looking for new ways to see and do things.
3. **Exercise emotional intelligence:** Control and filter your emotions in a considered and constructive way.
4. **Shift focus:** Align your focus to the organisation/teams current priorities and adjust this as often as necessary.

### 2.2.3 EMOTIONAL EXPRESSION [RANGE]

In the workplace we are often met with social situations where we must navigate a range of emotional expressions.

The following three [3] steps set out the plan for identifying and responding in these types of situations.

*[Approximate word range: 10-20 words per step]*

	Step	Question to address
1.		
2.		
3.		

## 3. Supporting others emotional intelligence



While it is helpful to develop our own emotional intelligence, in a room full of people we are met with a range of individuals with their own emotions, experiences and reactions. In order to navigate this environment it is valuable to not only increase our own awareness, but to support the growth of the awareness of those around us.

### 3.1 Understanding the effect of personal behaviour and emotions on others

Improving emotional awareness starts with understanding the effects our personal behaviour and emotions have on others. Increasing this understanding comes from self-reflection [see Procedures section 1 above], however below are some others tasks or activities that can be used in order to develop this awareness.

*[Approximate word range: 45-90 words per task]*

Task/ activity		Brief description
*	Self-assessment	<p>Complete the “Self-Assessment Form” found at Appendix A.</p> <p>Complete a process of self-reflection against set emotional intelligence criteria with a focus on critically evaluating your behaviour and emotions in certain circumstances.</p> <p>Identify areas of strength and weakness.</p> <p>Consider how your behaviour and emotions in the scenario impacted others and the overall outcome and draw your strengths and weaknesses from this.</p> <p>Use this information to understand your emotional triggers and form the basis of your areas for improvement.</p>
*	Complete quiz	<p>Complete the all-staff quiz called “Understanding the effects of our behaviours and emotions” found at Appendix B.</p> <p>Review the scenarios provided, consider the emotions of the key character and how they behaved in the interaction. Then consider and identify how this has most likely impacted those around them.</p>
1.		

2.		
3.		

### 3.2 Opportunities to express thoughts and feelings

In order for people to improve their awareness and reactions, it is useful to provide a range of opportunities to for them to express their thoughts and feelings. Below are three (3) examples of opportunities that allow people to express themselves in the workplace.

*[Approximate word range: 10-20 words per opportunity]*

1.	
2.	
3.	

### 3.3 Techniques to support the emotions of others

It is common to feel emotional when you feel passionately about what you are doing. With this in mind it is helpful to keep our own emotions in check, but also to consider the emotions of others in the workplace.

Techniques to support the emotions of others include:

1. **Allow for mistakes:** We all make them – so acknowledge mistakes, calmly correct them (if needed) and then move forward. This is a great way to reduce negative emotions with transparency, open communication and authenticity. If mistakes continue to occur you may meet with individuals discreetly to address them.
2. **Build a culture of trust:** In order for people to feel they can be themselves, they need to be comfortable enough to share their feelings openly and honestly. This requires a degree of trust in those they are sharing with. The best way to facilitate this is to lead by example, sharing your emotions.
3. **Be present:** Make time with your team a priority. These check-ins will provide employees an opportunity to ask questions, provide updates, raise concerns and provide feedback. It is also a great opportunity to acknowledge achievements.  
This will help you feel connected and build confidence both ways.
4. **Listen:** You need to listen more than you talk. Often negative emotions need to be aired and not solved. Employees want to express themselves and release any

emotional build up. Listening allows for this release and helps them feel cared for and heard.

When dealing with other's emotions, try to understand what they are feeling and why. Ask them if they are ok and be prepared to take the time they need to feel heard. Then validate their experience (it is their experience and while you may feel differently about it you cannot decide how they feel) and try to help them to identify solutions or next steps as appropriate.

If they are demonstrating verbal cues, but state that they do not wish to speak or say everything is fine, do not pressure them. Give them some space and provide an opening in the future should they change their mind.

-- End of Policy document --

See below for [Appendix A: Self-Assessment Form](#)

# Forms and Templates

## Self-Assessment Form

## Appendix A

SELF-ASSESSMENT FORM		
<b>Name:</b>		
<b>Position Title:</b>		
<b>Date:</b>		
<b>Purpose of self-assessment:</b>	Assess emotional strengths and weaknesses against evaluation criteria.	
<b>Evaluation Criteria 1</b> Identify the evaluation criteria [statement] you are assessing yourself against. Include the EI element that this statement relates to.		
EI Element [2 words]		
Evaluation Criteria [Approximately 15 words]		
<b>Strengths</b> Document assessment of your strengths against the evaluation criteria above. Provide at least one example of an interaction with a co-worker, identifying your emotions and the emotions of others during the scenario to support your self-assessment.		
Example [Word range: 70-110 words in total]	Scenario	
	Your emotions	
	Emotions of others	
Self-assessment [Word range: 50-70 words]		

<p><b>Weaknesses</b></p> <p>Document assessment of your weaknesses against the evaluation criteria above.</p> <p>Provide at least one example of an interaction with a co-worker, identifying your emotions and the emotions of others during the scenario to support your self-assessment.</p>		
<p>Example</p> <p>[Word range: 70-110 words in total]</p>	Scenario	
	Your emotions	
	Emotions of others	
<p>Self-assessment</p> <p>[Word range: 50-70 words]</p>		
<p><b>Evaluation Criteria 2</b></p> <p>Identify the evaluation criteria [statement] you are assessing yourself against. Include the EI element that this statement relates to.</p>		
<p>EI Element</p> <p>[2 words]</p>		
<p>Evaluation Criteria</p> <p>[Approximately 15 words]</p>		
<p><b>Strengths</b></p> <p>Document assessment of your strengths against the evaluation criteria above.</p> <p>Provide at least one example of an interaction with a co-worker, identifying your emotions and the emotions of others during the scenario to support your self-assessment.</p>		
<p>Example</p> <p>[Word range: 70-110 words in total]</p>	Scenario	
	Your emotions	
	Emotions of others	
<p>Self-assessment</p>		

[Word range: 50-70 words]	
<p><b>Weaknesses</b></p> <p>Document assessment of your weaknesses against the evaluation criteria above.</p> <p>Provide at least one example of an interaction with a co-worker, identifying your emotions and the emotions of others during the scenario to support your self-assessment.</p>	
<p>Example</p> <p>[Word range: 70-110 words in total]</p>	Scenario
	Your emotions
	Emotions of others
<p>Self-assessment</p> <p>[Word range: 50-70 words]</p>	
<p><b>Area for improvement</b></p> <p>Capture and reflect at least one personal emotional trigger that has impacted your self-assessment.</p> <p>Identify at least one area for improvement from the weaknesses you have identified above.</p>	
<p>Emotional trigger</p> <p>[Word range: 10-20 words]</p>	
<p>Area for improvement</p> <p>[Word range: 30-60 words]</p>	
<p><b>External Evaluation Tool</b></p> <p>Complete a formal external emotional intelligence evaluation using the following link: <a href="#">Global Leadership Foundation Emotional Intelligence Test</a>.</p> <p>Compare the results against one of the EI element self-assessments captured above confirming if the outcomes support each other or if they differ, offering a reason why this is the case.</p> <p>[NOTE: The self-assessment and external evaluation tool may not identify the same strengths and weaknesses, they are both just tools to facilitate self-reflection.]</p>	

<p><b>Outcome</b></p> <p>(Screen shot evaluation tool results table)</p>	<p>&lt;&lt;Delete the sample below and paste in your outcome.&gt;&gt;</p> <table border="1" data-bbox="454 286 1066 392"> <tr> <td>Self-Awareness</td> <td>Self-Management</td> <td>Social-Awareness</td> <td>Relationship Management</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>		Self-Awareness	Self-Management	Social-Awareness	Relationship Management	0	0	0	0
Self-Awareness	Self-Management	Social-Awareness	Relationship Management							
0	0	0	0							
<p><b>Analysis of results for one (1) EI element.</b></p> <p>Compare the two results (analysis of your strengths and weaknesses above and the external tool outcome) and consider if they confirm or are different and provide one (1) potential reason for this.</p>	<p><b>EI Element</b></p> <p>[2 words]</p>	<p><b>Results and comparison</b></p> <p>(Word range: 50-110 words)</p>								

DEVELOP EMOTIONAL INTELLIGENCE QUIZ		
<b>Name:</b>	[Filled in by staff member completing the quiz]	
<b>Scenario:</b> Outline a short workplace interaction [Word range: 100-150 words]		
<b>Question 1:</b>	Identify the key emotions observable in the scenario?	
<b>Answers:</b> Capture the correct answer in "a" [Word range: 10-40 words per option]	a.	
	b.	
	c.	
<b>Question 2:</b>	What personal behaviours are being demonstrated that reflect this emotion?	
<b>Answers:</b> Capture the correct answer in "c" [Word range: 10-20 words per option]	a.	
	b.	
	c.	
<b>Question 3:</b>	How could flexibility and adaptability have helped in this scenario?	
<b>Answers:</b> Capture the correct answer in "a" [Word range: 10-20 words per option]	a.	
	b.	
	c.	
<b>Question 4:</b>	How could decision making better consider the emotions of others?	
<b>Answers:</b>	a.	
	b.	



Capture the correct answer in "b"

[Word range: 15-40 words per option]

c.