

**BSBLDR501 Develop and use emotional
intelligence**

**Assessment Task
Workbook**

**Candidate
Name:**

**Student
No**

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Instructions to Trainee

This Assessment Task Workbook has been designed to guide you through providing evidence that demonstrates your competency in the unit:

BSBLDR501 Develop and use emotional intelligence

Application of the unit

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.

Unit requirements

The unit requirements are shown in the table at the end of this Assessment Task Workbook.

The Learning and Assessment process

Your Trainer/Assessor will support you throughout the learning and assessment process.

Your Trainer/Assessor will give you:

- This Assessment Task Workbook, which contains:
 - information to help you research information and develop your knowledge
 - assessment tasks for you to complete
- A Learning Guide which you can refer to during and after the course.

If at any time during the learning and assessment process, your Trainer/Assessor considers that the safety of any person is at risk they will **abort** the session.

Assessment Task 1

This task requires you to identify your own emotional strengths and weaknesses.

★ Read the following information

Emotional Intelligence links strongly with Howard Gardner's Multiple Intelligence Theory which illustrates and measures the range of capabilities people possess, and the fact that everybody has a value.

It was first published in Howard Gardner's book, *Frames Of Mind* (1983), and quickly became established as a model by which to understand many aspects of human intelligence, learning style, personality and behaviour.

On the following page is a description of Gardner's Multiple Intelligences.

- ★ Read the description of Multiple Intelligences.
- ★ Create a Word document with the filename BSBLDR501 Assessment 1.
- ★ Type your name in the header and the date in the footer of the document.
- ★ Type the heading **Self-assessment of Emotional Intelligence**
- ★ Type a subheading **Gardner's Intelligence Types that correlate with EI** and underneath that heading, list the 2 types as bullet points.
- ★ Go to the following link (or another link that you prefer) where you can download a free multiple intelligences test.
<http://www.businessballs.com/howardgardnermultipleintelligences.htm#multiple%20intelligences%20tests>
- ★ Complete the test and save the result in a format that will permit you to submit it to your assessor.
- ★ Consider your score for the 2 types of Intelligence that correlate with EI.
- ★ In your Word document, type at least one paragraph where you explain the score. Discuss how accurate you believe it to be and why.
- ★ Do a Google search for "Emotional Intelligence Test" and locate 3 different tests.
- ★ In your Word document, list the URL (web address) where you found the tests.
- ★ Complete each of the 3 tests that you located.
- ★ In your Word document, type the heading **Result of Emotional Intelligence Tests**

- ☆ Underneath the heading, type at least one paragraph that describes your personal strengths, as indicated by the tests you completed.

- ☆ Then type a further paragraph that describes your EI weaknesses (areas for improvement). Include a description of the strategies you can use to improve.

Assessor Comments / Feedback
<p>(tick where demonstrated)</p> <p>1.1 Identify own emotional strengths and weaknesses</p> <p>Knowledge evidence explain emotional intelligence principles and strategies</p> <p>Performance evidence identify the impact of own emotions on others by identifying own emotional strengths and weaknesses, stressors, emotional states and triggers and gathering feedback from others</p> <p style="text-align: right;">Assessor initials:</p> <p style="text-align: right;">Date:</p> <p style="text-align: right;">Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/></p>

Howard Gardner's Multiple Intelligences

intelligence type	description	typical roles	related activities
Linguistic	words and language, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artists	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story
Logical-Mathematical	logical thinking, detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition
Musical	musical ability, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, party-planners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions
Bodily-Kinaesthetic	body movement control, manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess work-station ergonomics
Spatial-Visual	visual and spatial perception; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car

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intelligence type	description	typical roles	related activities
Interpersonal	perception of other people's feelings; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, carers, advertising professionals, coaches and mentors	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person
Intrapersonal	self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims	consider and decide one's own aims and personal changes required to achieve them

Assessment Task 2

This task requires you to identify workplace situations which are personal emotional triggers.

- ☆ Create a Word document with the filename BSBLDR501 Assessment 2
- ☆ Type your name in the header and the date in the footer
- ☆ Study the following list of emotional triggers.
Notice that there are often two sides: for instance, “challenge” can be positive or negative; “belonging” can be positive when you belong, but negative when you don’t; “time” can be your friend or your enemy.

Fear	Guilt	Jealousy	Achievement
Belonging	Competition	Laughter	Challenge
Time	Appreciation	Frustration	Fun

- ☆ Think about your workplace experiences, and situations that triggered emotions in you.
- ☆ Select one positive emotional trigger from the list (a trigger that made you feel good)
- ☆ In your Word document type the heading **Positive Emotional Trigger** and type several paragraphs that address the following points.
 - Identify the word you have selected from the list.
 - Describe the workplace situation or event (ensuring you maintain privacy and confidentiality)
 - Describe how the situation made you feel.
 - Describe your behaviour, as a result of this emotional trigger.
 - Using hindsight, would you have changed anything about the way you felt or behaved? Explain why.
- ☆ In your Word document type the heading **Negative Emotional Trigger** and type several paragraphs that address the following points.
 - Identify the word you have selected from the list.
 - Describe the workplace situation or event (ensuring you maintain privacy and confidentiality)
 - Describe how the situation made you feel.
 - Describe your behaviour, as a result of this emotional trigger.
 - Using hindsight, would you have changed anything about the way you felt or behaved? Explain why.
- ☆ Type a final paragraph, explaining why you need to understand your emotional triggers so that you can control emotional responses, and the effects in the workplace of your lack of control – when you are the manager of a team.

Assessor Comments / Feedback

(tick where demonstrated)

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

Knowledge evidence

explain emotional intelligence principles and strategies

Performance evidence

identify the impact of own emotions on others by identifying own emotional strengths and weaknesses, stressors, emotional states and triggers and gathering feedback from others

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

These pages have been deleted from the sample

Assessment Checklist <i>to be completed by the Candidate and Assessor prior to final (summative) assessment</i>			
Candidate name		Student Number	
Unit	BSBLDR501 Develop and use emotional intelligence		
Assessor name			
Candidate Assessment Declaration <i>(tick the relevant box)</i>			
The purpose and outcomes of the assessment have been explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have received information about the unit of competency and understand the evidence requirements		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I agree to the assessment process		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The appeals system has been explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have informed my assessor of any special needs that may need to be considered during the assessment		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Candidate signature		Date	
Assessor comments <i>(tick the relevant box)</i>			
RPL / accelerated progression required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Language / Literacy / Numeracy support required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any other special needs <i>(describe in the space below)</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assessor signature		Date	

Summary Mapping

The following table maps the assessment tasks with the unit requirements. This is indicated with a tick.

BSBLDR501 Develop and use emotional intelligence		Assessment Task Number									
		1	2	3	4	5	6	7	8	9	10
Elements and Performance Criteria	Foundation Skills										
1. Identify the impact of own emotions on others in the workplace											
1.1 Identify own emotional strengths and weaknesses	Interact with others	✓						✓			
1.2 Identify personal stressors and own emotional states related to the workplace	Interact with others		✓					✓			
1.3 Develop awareness of own emotional triggers and use this awareness to enable control emotional responses	Interact with others		✓					✓			
1.4 Model workplace behaviours that demonstrate management of emotions	Interact with others				✓			✓			
1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence	Interact with others	✓		✓				✓			
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	Interact with others				✓				✓		
2.2 Identify the varying cultural expressions of emotions are utilise to respond to emotional cues in a diverse workforce	Interact with others					✓			✓		
2.3 Demonstrate flexibility and adaptability in dealing with others	Interact with others				✓				✓		
2.4 Take into account the emotions of others when making decisions	Interact with others				✓				✓		
3. Promote the development of emotional intelligence in others											
3.1 Provide opportunities for others to express their thoughts and feelings	Get the work done			✓	✓					✓	
3.2 Assist others to understand the effect of their behaviour and emotions on others in the workplace	Get the work done				✓	✓					
3.3 Encourage the self-management of emotions in others	Interact with others				✓	✓				✓	

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BSBLDR501 Develop and use emotional intelligence		Assessment Task Number									
		1	2	3	4	5	6	7	8	9	10
3.4 Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes	Interact with others			✓		✓				✓	
4. Utilise emotional intelligence to maximise team outcomes											
4.1 Encourage a positive emotional climate in the workplace	Interact with others			✓		✓	✓				✓
4.2 Use the strengths of workgroup members to achieve workplace outcomes	Interact with others										✓
Knowledge Evidence											
To complete the unit requirements safely and effectively, the individual must:											
explain emotional intelligence principles and strategies		✓	✓	✓			✓	✓	✓	✓	✓
describe the relationship between emotionally effective people and the attainment of business objectives							✓	✓		✓	✓
explain how to communicate with a diverse workforce which has varying cultural expressions of emotion						✓			✓		
explain the use of emotional intelligence in the context of building workplace relationships.				✓	✓		✓	✓	✓	✓	✓
Performance Evidence											
Evidence of the ability to:											
identify the impact of own emotions on others by identifying own emotional strengths and weaknesses, stressors, emotional states and triggers and gathering feedback from others		✓	✓	✓				✓			
model behaviours that demonstrate management of emotions					✓			✓	✓	✓	✓
recognise and respond to the emotional states of others promote the development of emotional intelligence in others.				✓	✓	✓			✓	✓	✓

Summative Assessment Record

Candidate Name		Student No	
Unit of Competency	BSBLDR501 Develop and use emotional intelligence		

Assessments	Date of assessment	Satisfactory	Assessor Signature
Assessment Task 1		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 2		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 3		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 4		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 5		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 6		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 7		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 8		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 9		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 10		Yes <input type="checkbox"/> No <input type="checkbox"/>	

Assessor's Comments

Competent Not Yet Competent Re-assessment required

ASSESSOR NAME (PLEASE PRINT)

ASSESSOR SIGNATURE

DATE

I intend to lodge an appeal on the above decision		Yes <input type="checkbox"/> No <input type="checkbox"/>
Candidate signature	Date	