

**BSBLDR501 Develop  
emotional inte**

**Record of Prior Learning  
Assessor Guide**

**SAMPLE ONLY**



## BSBLDR501 Develop and use emotional intelligence

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit covers the development and use of emotional intelligence, 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, recognising and appreciating the emotional strengths and weaknesses, and promoting the development of emotional intelligence in others. It also includes using emotional intelligence to maximise team outcomes.

It applies to managers who identify, analyse and act on information from a range of sources and who deal with unpredictable situations. They use initiative and judgement to organise the work of self and others, and co-ordinate the work of teams.

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

### Unit Sector

Management and Leadership

### Unit Map

Code and title	Code and title previous version	Comments	Equivalence status
BSBLDR501 Develop and use emotional intelligence	Not applicable	New unit	No equivalent unit

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Interact with others	1.1-1.5, 2.1- 2.4, 3.3, 3.4, 4.1, 4.2	<ul style="list-style-type: none"> <li>Reflects on personal and others' emotions and considers the impact of emotions on behaviour and decision making</li> <li>Adapts communication style to meet the needs of others and to build trust and positive relationships</li> <li>Uses emotional intelligence to develop a collaborative approach, using inclusive techniques, to enhance understanding and skills that support individuals' emotional intelligence</li> </ul>
Get the work done	3.1, 3.2	<ul style="list-style-type: none"> <li>Identifies processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness</li> </ul>

### Mapping Matrix

The Performance Evidence and Performance Evidence for this unit are listed in the Mapping Matrix of this document.

Use the Mapping Matrix to record your analysis of the evidence, as it is gathered.

The Mapping Matrix will assist you in identifying when evidence is sufficient.

Note that the Performance Evidence for this unit states:

If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Documentary Evidence Instrument

### Information for the Assessor

This Documentary Evidence Instrument contains a list of suggested documentary evidence that the candidate may be able to provide in relation to this unit of competency.

The list of suggested documentary evidence is also provided in the Candidate Guide, to assist the candidate in gathering their evidence.

The suggested document instrument is internally mapped in the Candidate Guide.

When the candidate provides a document which corresponds to the list, you (the assessor) should:

- tick the Copy column if the candidate has provided a copy of the document;
- tick the Sighted column if you have sighted the document and a copy has been retained by you; and
- describe the document or make other comments in the Comments column.

The table has additional rows for you to add your own suggested documentary evidence. You will need to map these documents.

A Mapping Matrix is at the end of the Candidate Guide. It has a separate column for each of the instruments in this RPL Tool. The column for this instrument is the Documentary Evidence column. Tick the box if the mapping coincides.

**SAMPLE ONLY**

**RPL Assessor Guide**  
**Unit: BSBLDR501 Develop and use emotional intelligence**

Mapping	Suggested documents	Copy	Sighted	Comments
PC 1.4 PE 2	Emails and other communication with others that show your professional approach and tact in dealing with others	<input type="checkbox"/>	<input type="checkbox"/>	
PC 1.5 PE 1	Performance reviews that show how you have received feedback on your own leadership and management	<input type="checkbox"/>	<input type="checkbox"/>	
PC 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1 PE 1, 2, 3	Records of meetings with co-workers where performance or behavioural issues were raised	<input type="checkbox"/>	<input type="checkbox"/>	
PC 3.2, 3.3, 3.4, 4.1 KE 2, KE 4 PE 3	Training handouts, presentations, or other documents where you are required to demonstrate your ability to understand emotional intelligence in the workplace and how to develop it	<input type="checkbox"/>	<input type="checkbox"/>	
PC 3.1, 3.2, 3.3, 3.4, 4.1 PE 3	Performance reviews conducted to give feedback to co-workers in the workplace and workplace relationships	<input type="checkbox"/>	<input type="checkbox"/>	
PC 4.2	Documents where you are required to analyse the strengths and abilities of team members	<input type="checkbox"/>	<input type="checkbox"/>	
KE 3	Records of communications that you have used to promote and working effectively	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

SAMPLE ONLY

.....  
Assessor Signature

.....  
Date

## Third Party Verification Instrument

The Candidate RPL Guide for this unit contains a form for 2 third parties to complete. The candidate is required to print the form and submit the completed form, which must be signed by each third party. The form contains mapping to assist you in analysing responses.

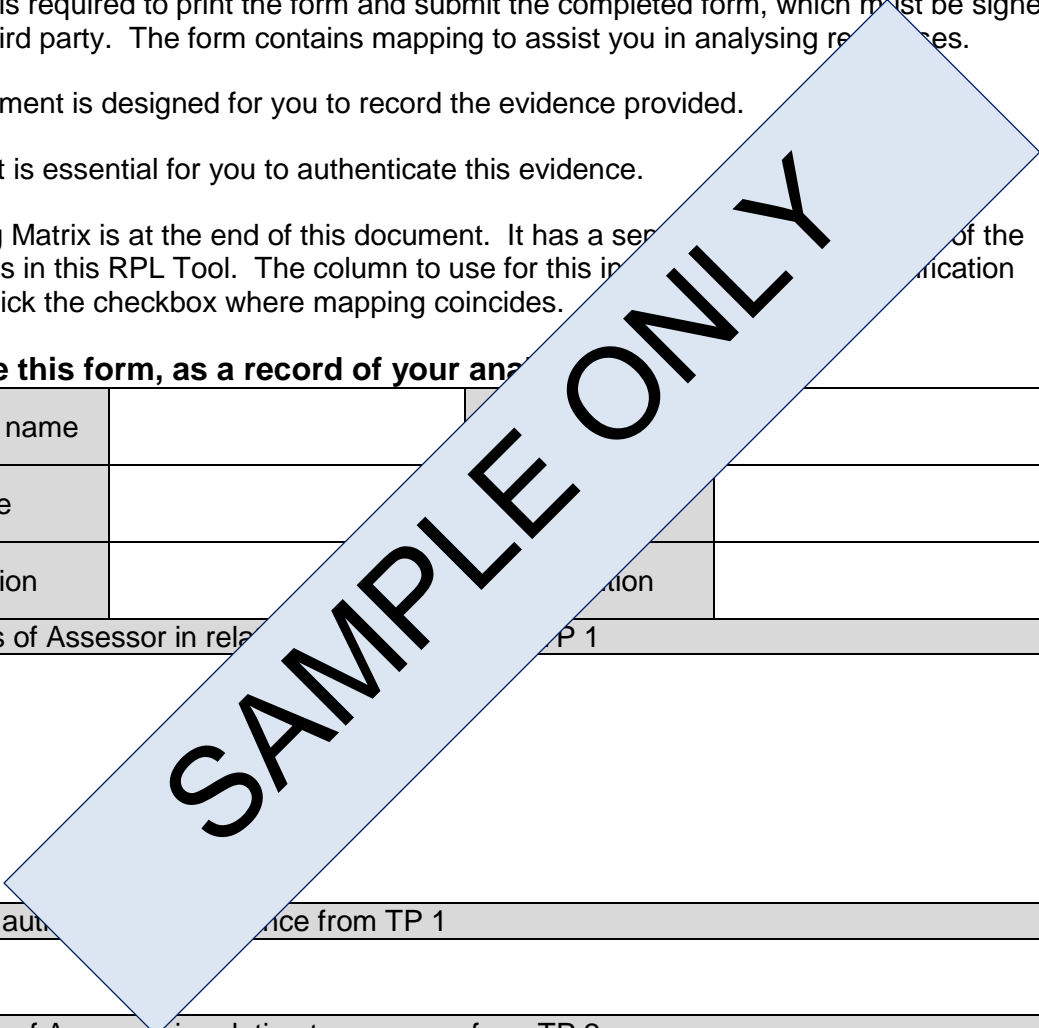
This instrument is designed for you to record the evidence provided.

Note that it is essential for you to authenticate this evidence.

A Mapping Matrix is at the end of this document. It has a series of columns of the instruments in this RPL Tool. The column to use for this instrument is the Verification column. Tick the checkbox where mapping coincides.

**Complete this form, as a record of your analysis.**

Candidate name			
TP 1 Name			
TP 1 Position		Position	
Comments of Assessor in relation to response from TP 1			
Method of authenticating evidence from TP 1			
Comments of Assessor in relation to response from TP 2			
Method of authenticating evidence from TP 2			



.....  
 Assessor Signature Date

## Competency Conversation Instrument

This instrument contains the broad questions to commence the competency conversation, together with supplementary questions to draw out and focus the candidate's responses. You may need to ask further questions, contextualised to the candidate's work environment and experience.

The RPL Candidate Guide for this unit contains the broad questions and hints to use to the supplementary questions. This should enable the candidate to prepare for the meeting.

Use this instrument during the meeting with the candidate. Make notes in the space provided.

Each of the supplementary questions is mapped so as to assess the evidence provided. Benchmark responses are provided to guide the assessor's process and comply with the Principle of Reliability.

A Mapping Matrix is at the end of this document. Use it to map the questions for each of the instruments in this RPL Tool. The column to use is the Competency Conversation column. Tick the checkbox when the question is used.

Note: Although questioning can support the assessment of performance, it is insufficient alone. Documentary evidence or Third Party Evidence is also needed.

**SAMPLE ONLY**



**RPL Assessor Guide**  
**Unit: BSBLDR501 Develop and use emotional intelligence**

## Record of Competency Conversation

Candidate Name		Date	
Primary Question	What does the term "emotional intelligence" mean, why is it so important for a manager and how do you personally use it?		

Mapping	Supplementary Question	Assessor notes / comments
KE 1	What would you say are the main strengths and characteristics of an emotionally intelligent person?	
KE 2	How do you work well with others?	
KE 3 PE 2	How do you handle conflict or force different cultural differences of emotion?	

SAMPLE ONLY

**RPL Assessor Guide**  
**Unit: BSBLDR501 Develop and use emotional intelligence**

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
KE 4 PE 2, 3	How do you use emotional intelligence to build relationships between yourself and others and between other people?	Actively listen and observe Use positive body language Respect others' feelings emotional position Encourage others to be analytical rather than reactive	
PC 1.1 PE 1	What are your personal emotional strengths and weaknesses	Should be able to identify, describe and explain their own strengths and weaknesses. Examples include: - being assertive, holding a strong opinion, being confident, responding appropriately, easily hurt etc.	
PC 1.2 PE 1	Think about a time when you felt stressed. What caused it and how did you respond?	Should identify: - work, conflicting priorities, lack of recognition, being targeted, not receiving support, being misunderstood etc.	
PC 1.3 PE 1	Describe a time when you were stressed. How did you respond?	May identify: - take time out to think through, consider facts, identify options, follow through assertively, avoid aggressive or passive response	
PC 2.3 PE 1, 2	Describe about a time when you had to manage your own emotions in the workplace. What did you do and how did you behave?	Should identify behavioural responses such as keeping calm, acting professionally, setting an example for others, responding appropriately with assertive but not aggressive or passive response.	

SAMPLE ONLY

**RPL Assessor Guide**  
**Unit: BSBLDR501 Develop and use emotional intelligence**

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
PC 1.5 PE 1	In what ways do you actively seek feedback from others and also use observation to reflect on your behaviour and responses and improve your emotional intelligence?	Actively seeks feedback to improve performance. May discuss observations with a friend. Reflects on own behaviour on feedback. Reflects on actions of others.	
PC 2.1, 2.3 PE 1	What kinds of cues do you observe in others and how do you and they respond to them?	Observation of body language, facial expression, contact, voice etc. Gives examples of positive and negative responses. Responds positively to positive and negative responses. Responds positively to negative – does not allow emotional (instinct) to take over.	
PC 2.2 PE 1	How do you identify and deal with diversity mix in the workplace and how do you do when you work with people who have different cultural backgrounds and expressions of emotions?	Demonstrates knowledge of diversity and its importance. Gives examples from own workplace. Identifies own methods of dealing with diversity including actively attempting to understand different cultures and ways of responding.	

SAMPLE ONLY

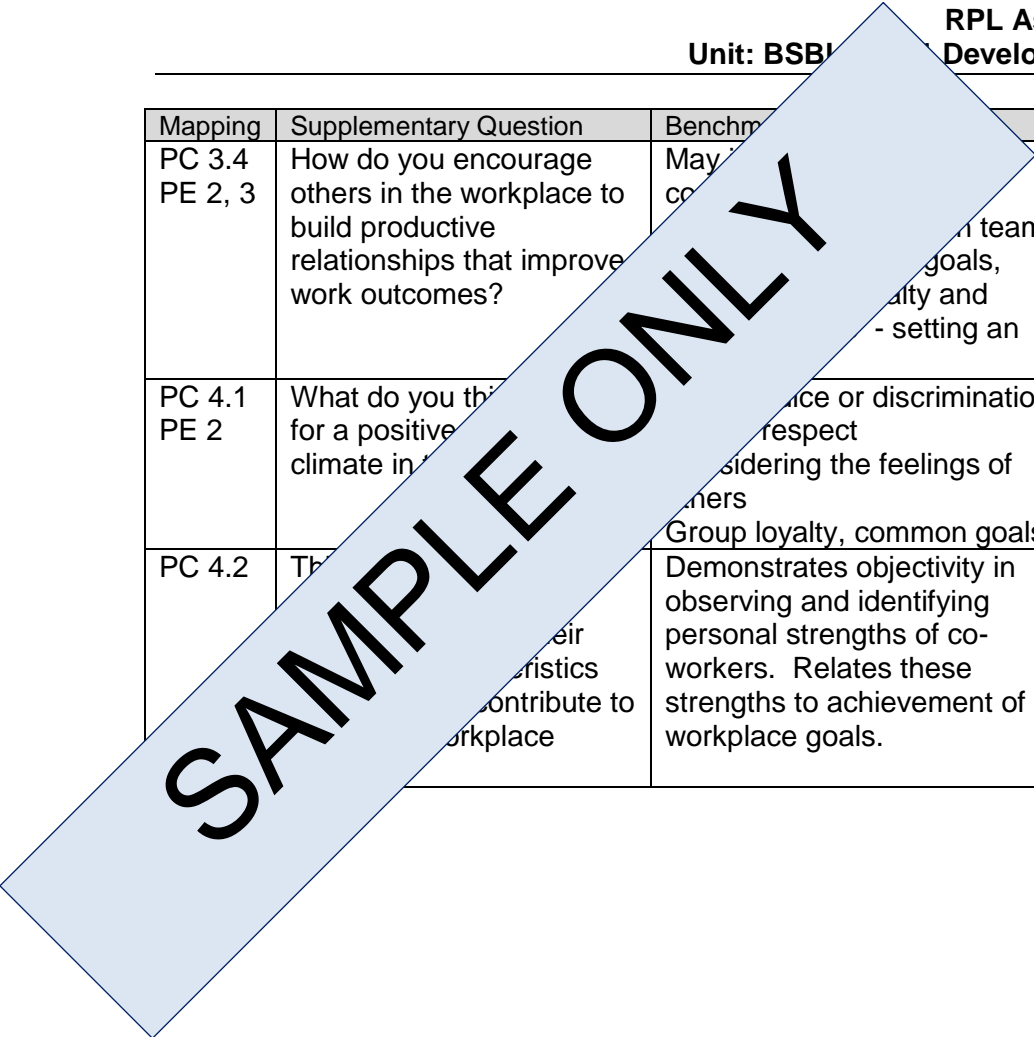
**RPL Assessor Guide**  
**Unit: BSBLDR501 Develop and use emotional intelligence**

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
PC 2.4 PE 2, 3	Think about a time when you had to make a decision that affected others in the workplace. How did you take their emotions into account when making the decision?	Should describe the decision and how it affected others. Should describe how they took others into account through communicating with empathy and providing information to justify	
PC 3.1 PE 2	Think about a time when you were in a meeting as a meeting participant. Describe a person who was dominant in the meeting. How did you help others to express their opinion? How did you help others to do so?	Should describe a situation. Should describe actions to help others to express their opinion. Should describe a tactful way of asking the dominant person to give others the opportunity – without putting down or sarcasm.	
PC 3.1 PE 2	Think about a time when you were in a meeting as a meeting participant. How did you help others to express their opinion? How did you help others to do so?	May describe a situation as an example such as a counselling meeting to address behavioural performance or an informal discussion. Likely to be related to negative behaviour. Should involve discussion of facts and effects rather than personal opinions.	

SAMPLE ONLY

**RPL Assessor Guide**  
**Unit: BSBLDR501 Develop and use emotional intelligence**

Mapping	Supplementary Question	Benchmark	Assessor notes / comments
PC 3.4 PE 2, 3	How do you encourage others in the workplace to build productive relationships that improve work outcomes?	May... ...in team goals, ...ality and ...- setting an	
PC 4.1 PE 2	What do you think for a positive climate in the workplace?	...ance or discrimination ...respect ...considering the feelings of ...ners Group loyalty, common goals	
PC 4.2	Th... ...eir ...ristics ...ontribute to ...orkplace	Demonstrates objectivity in observing and identifying personal strengths of co-workers. Relates these strengths to achievement of workplace goals.	



.....  
Assessor Signature

**RPL Assessor Guide**  
**Unit: BSBLDR501 Develop and use emotional intelligence**

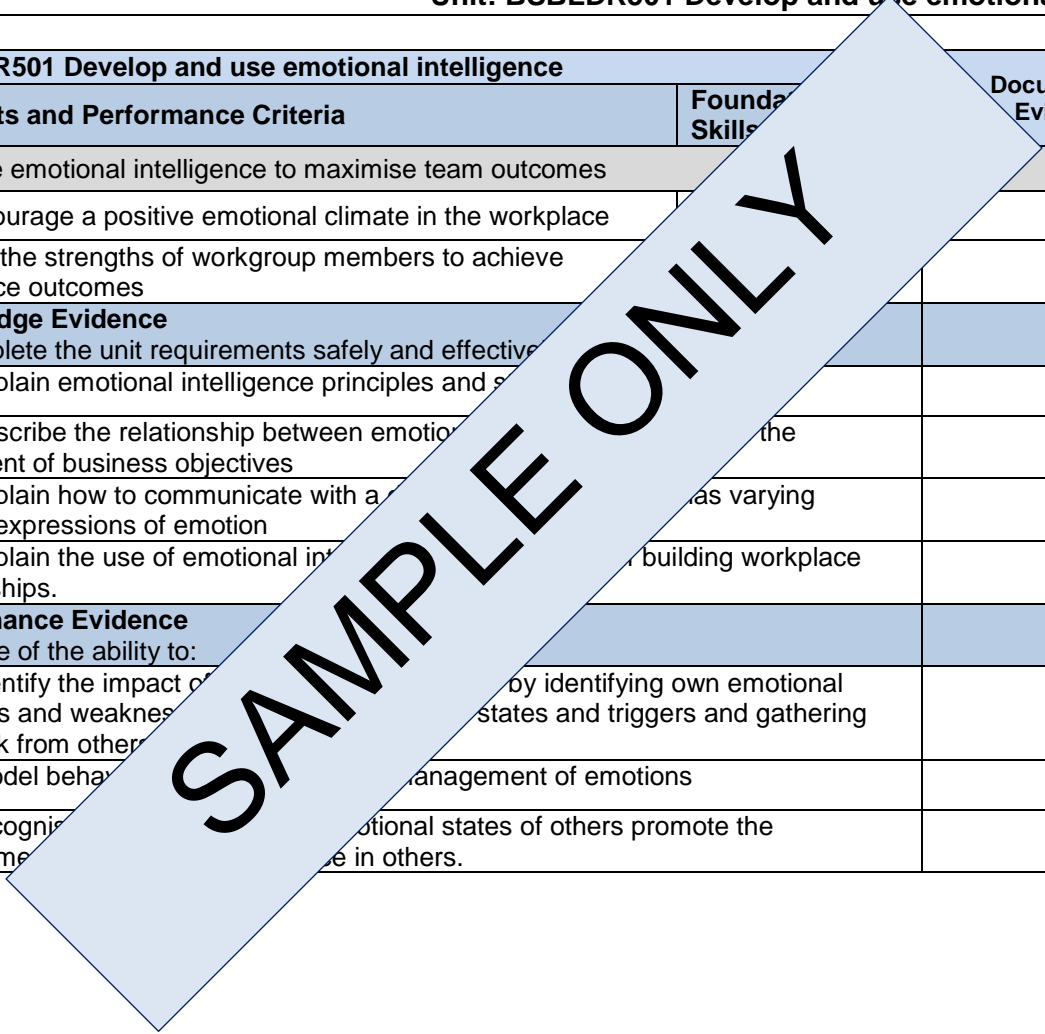
## Mapping Matrix

BSBLDR501 Develop and use emotional intelligence		Directly	Third Party Verification	Competency Conversation
Elements and Performance Criteria	Foundation Skills			
<b>1. Identify the impact of own emotions on others in the workplace</b>				
1.1 Identify own emotional strengths and weaknesses	Interact with others			<input type="checkbox"/>
1.2 Identify personal stressors and own emotional states related to the workplace	Interact with others			<input type="checkbox"/>
1.3 Develop awareness of own emotional triggers and use this awareness to enable control emotional responses	Interact with others			<input type="checkbox"/>
1.4 Model workplace behaviours that demonstrate management of emotions	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Recognise and appreciate the emotional strengths and weaknesses of others</b>				
2.1 Respond to the emotional states of co-workers and clients and recognise emotional cues	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Identify the varying cultural expressions of emotions and utilise to respond to emotional cues in a diverse workplace	Interact with others		<input type="checkbox"/>	<input type="checkbox"/>
2.3 Demonstrate flexibility and adaptability in response to the emotional states of others	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Take into account the emotions of others when making decisions	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Promote the development of emotional intelligence in others</b>				
3.1 Provide opportunities for others to express their thoughts and feelings	Get the work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Assist others to understand their own behaviour and emotions on others in the workplace	Get the work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Encourage the self-management of emotions in others	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE ONLY

**RPL Assessor Guide**  
**Unit: BSBLDR501 Develop and use emotional intelligence**

BSBLDR501 Develop and use emotional intelligence		Documentary Evidence	Third Party Verification	Competency Conversation
Elements and Performance Criteria	Foundational Skills			
4. Utilise emotional intelligence to maximise team outcomes				
4.1 Encourage a positive emotional climate in the workplace		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Use the strengths of workgroup members to achieve workplace outcomes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Knowledge Evidence</b>				
To complete the unit requirements safely and effectively:				
KE1: explain emotional intelligence principles and processes				<input type="checkbox"/>
KE2: describe the relationship between emotional intelligence and the attainment of business objectives		<input type="checkbox"/>		<input type="checkbox"/>
KE3: explain how to communicate with a range of people as varying cultural expressions of emotion		<input type="checkbox"/>		<input type="checkbox"/>
KE4: explain the use of emotional intelligence in building workplace relationships.		<input type="checkbox"/>		<input type="checkbox"/>
<b>Performance Evidence</b>				
Evidence of the ability to:				
PE1: identify the impact of own emotions by identifying own emotional strengths and weaknesses, own emotional states and triggers and gathering feedback from others		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE2: model behaviour for management of emotions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE3: recognise how emotional states of others promote the development of positive relationships in others.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Summative Assessment

Once the documentary evidence, third party verifications and competency conversation are completed, analysed and mapped, you should have sufficient evidence to make a judgement as to whether the candidate has demonstrated the required competency.

For Performance Criteria and Performance Evidence, all evidence in each row should have been checked. For Knowledge Evidence, a competency conversation alone is sufficient, although it may be supported with other evidence. A third party, unless they are a qualified assessor, is not in a position to provide evidence.

**Note:** Some PCs in this unit can be assessed by a competency conversation alone, because they relate to identifying opportunities for improvement.

## Practical Activities

If there are gaps, then you should use your judgement whether the candidate can provide evidence by completing the tasks. In this case, use the learning and assessment pathway Trainer/Assessor role for this purpose. All tasks are mapped and this should enable you to select the most appropriate assessment tasks to bridge the gap.

Once the tasks are completed, remove them from the learning and assessment pathway Assessment Task list and place them in a separate document.

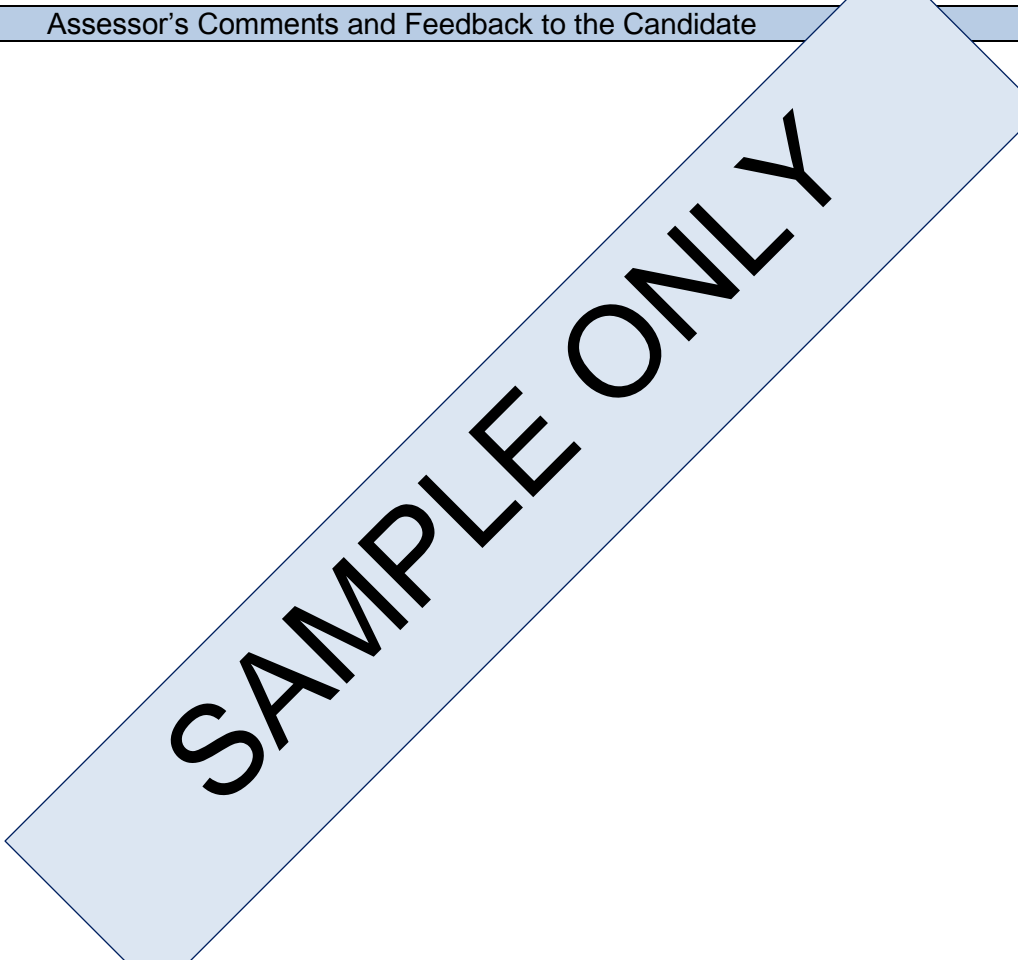
## Gap

If you identify gaps in knowledge and skills (as opposed to evidence) then you will need to provide training and assessment. Again, you should use the relevant sections of the relevant learning and assessment pathway.



## Summative Assessment Record

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

Assessor's Comments and Feedback to the Candidate


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       No