

**BSBLDR511 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:

### BSBLDR511 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 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.

#### 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 analyse your own emotional strengths and weaknesses.

- ☆ Read the following information

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

It was first published in Howard Gardner's book 'Frames of Mind' which became established as a model by which intelligence, learning style, personality and aptitude are measured.

On the following page is a description of Multiple Intelligences.

- ☆ Read the description of Multiple Intelligences.

- ☆ Create a Word document.

- ☆ Type your name in the top left corner of the document.

- ☆ Type the heading **Emotional Intelligence**.

- ☆ Type a paragraph where you describe how you think your Multiple Intelligences relate with EI and how you think you can improve your EI.

- ☆ Find a website (e.g. <http://www.pearsoned.com/au/0130362424/multipleintelligences.htm#multiple%20intelligences>) where you can download a free Emotional Intelligence Test in a Word document format.

- ☆ Save the document in the format that will permit you to submit it to your teacher.

- ☆ In your Word document, type a paragraph where you describe the Multiple Intelligences of Intelligence that correlate with EI.

- ☆ In your Word document, type at least one paragraph where you explain the score. Do you believe it to be and why.

- ☆ In your Word document, type a paragraph where you describe the "Emotional Intelligence Test" and locate 3 different tests.

- ☆ In your Word document, list the URL (web address) where you found the tests.

- ☆ Complete a description of the 3 tests that you located.

- ☆ In your Word document, type the heading **Result of Emotional Intelligence Tests**

SAMPLE ONLY

- ★ 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 (and any improvement).
- ★ In your Word document, type the heading **Personal Emotional Intelligence**.
- ★ Seek feedback from family, friends and colleagues on the situations that they have experienced and the types of emotional responses that they have experienced.
- ★ Then type a further paragraph that summarises the feedback and your descriptions of the situations and identification of your strengths and weaknesses.
- ★ Type a further paragraph, comparing your strengths and weaknesses to those described.
- ★ Type a final paragraph, explaining how you will:
  - recognise when a workplace situation may trigger an emotional response
  - respond appropriately and effectively to such situations

SAMPLE ONLY

(tick where demonstrated)

**Performance criteria**

- 1.1 Identify and describe own strengths and weaknesses
- 1.5 Use self-awareness and emotional intelligence to manage own emotions

**Knowledge and skills**

- KE1

**Performance**

- 
- 

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Assessor initials: .....

Date: .....

Satisfactory  Not Yet Satisfactory



intelligence type	description	typical roles
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, clergy, psychologists, doctors, health care workers, advertising executives
Intrapersonal	self-awareness, personal cognisance, personal objectivity, capability to understand one's relationship to the world, and one's reaction to it	own aims ed to

**SAMPLE ONLY**

## Assessment Task 2

This task requires you to identify workplace situations which trigger your emotional triggers.

★ Create a Word document with the filename BSBLDR511\_Assessment Task 2.docx

★ 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 example, “belonging” can be positive or negative; “time” can be your friend or your enemy.

Fear	Guilt
Belonging	Control
Time	Autonomy

★ Think about your workplace and identify situations in you.

★ Select one positive trigger (a situation where you feel good)

★ In your Word document, describe the situation and type several paragraphs about the trigger.

- Identify the trigger
- Describe the situation

○ Describe how you maintain privacy and control in the situation

○ Describe the emotional trigger.  
○ Describe something about the way you felt or acted

★ Select one negative Emotional Trigger and type several paragraphs about the trigger.

○ Describe the trigger selected from the list.

○ Describe the situation or event (ensuring you maintain privacy and control in the situation)

○ Describe how the trigger made you feel.

○ Describe the situation, as a result of this emotional trigger.

○ Describe whether you have changed anything about the way you felt or acted in any way.

★ Type a concluding paragraph, explaining why you need to understand your emotional triggers so that you can control emotional responses, and the effects in the workplace if a manager or team responds emotionally and with lack of control.



**Assessor Comments / Feedback**

(tick where demonstrated)

**Performance criteria**

- 1.2 Identify personal stressors and own emotional states related to the workplace
- 1.3 Analyse and document potential emotional triggers in workplace situations which may require determination of appropriate emotional responses

**Knowledge evidence**

- KE 1 Key features of emotional intelligence principles and strategies

**Performance evidence**

- PE 1 conduct an analysis to identify own emotional strengths, weaknesses, stressors, emotional states and triggers, incorporating feedback from others
- PE 2 identify workplace situations and environments that may trigger an emotional response

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Date: .....

Satisfactory  Not Yet Satisfactory

### Assessment Task 3

This task requires you to use the Johari Window to promote trust in your team and to develop your own emotional intelligence by self-reflection.

★ Read the following explanation of the Johari Window.

The Johari Window is a communication model between individuals. The word "Johari" is taken from the name of the person, Carl Jung, who developed the model in 1955.

1. There are two key ideas behind the model.
2. That you can build trust with others.

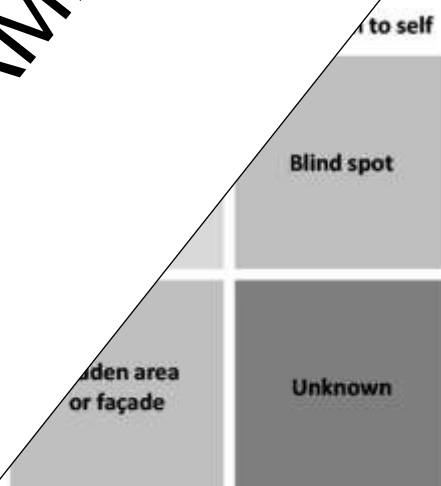
That, with the help of feedback from others, you can work with personal issues.

By explaining the idea of the Johari Window, you can understand the value of self-disclosure, and the importance of giving and receiving feedback.

Done sensitively, the Johari Window can help you to understand relationships with one another, solve issues, and build trust.

The Johari Window is shown below.

SAMPLE ONLY



#### 1. Open Area (Quadrant 1)

This quadrant represents the things that you know about yourself, and the things that others know about you. It includes your behaviour, knowledge, skills, attitudes, and "public" history.

#### 2. Blind Area (Quadrant 2)

This quadrant represents things about you that you aren't aware of, but that are known by others.

This can include simple information that you do not know, or it can involve deep issues (for example, feelings of inadequacy, incompetence, unworthiness, or rejection) which are often difficult for individuals to face directly, and yet can be seen by others.

**3. Hidden Area (Quadrant 3)**

This quadrant represents things that you know about yourself, but others do not.

**4. Unknown Area (Quadrant 4)**

This last quadrant represents things that are unknown by you and others.

The ultimate goal of the Johari Window is to enlarge the Open Area by sharing information that is too personal. The Open Area is the area of information that is generally, the more your people know about each other, the more effective they'll be when working together.

The process of enlarging the Open Area quadrant is a give and take process that takes place between you and others.

As you share information, your Open Area grows and the Hidden Area becomes smaller. As people on your team provide information about you, your Open Area expands. Done well, the process of give and take enlarges the Open Area of the group.

The Johari Window is often used to describe "idealistic." These adjectives are what everyone is focused on.

SAMPLE ONLY

able	a
calm	
confident	
friendly	
independent	
knowledgeable	
nervous	
proud	
respectful	
self-aware	

brave
complex
extroverted
idealistic
kind
modest
powerful
religious
sensible
spontaneous
wise

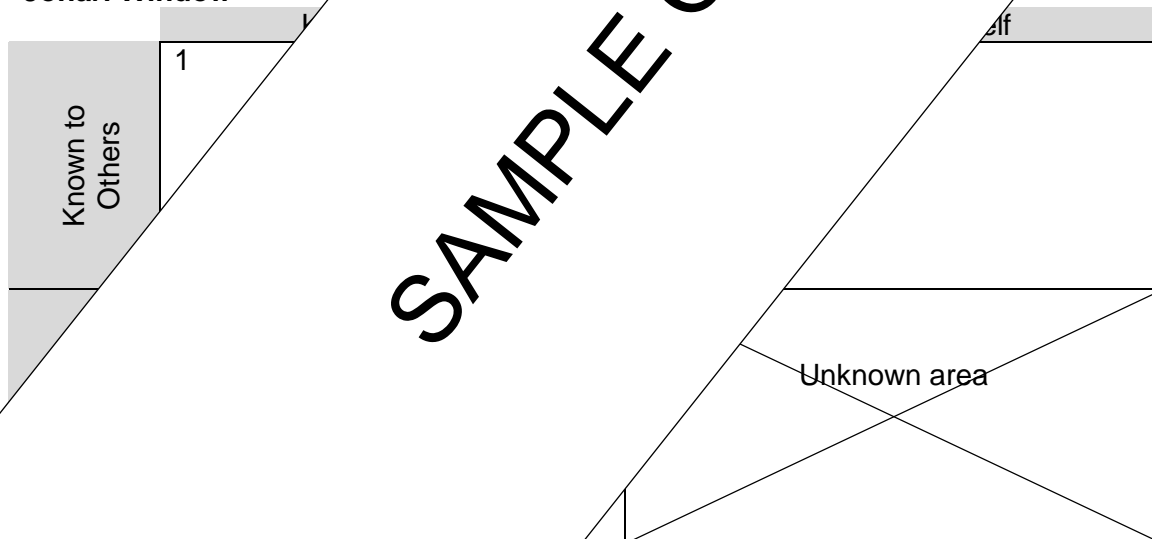
filename BSBLDR511 Assessment 3.

the date in the footer

- ★ Copy this page into the document.
- ★ Print this page 5 copies
- ★ Write your name on the first copy and then highlight up to 10 adjectives that you think provide the best description of you.

- ★ Give each of the other 4 copies to colleagues and ask them to do the same. (Do not show them your highlighted list)
- ★ Make a comparison of the results:
  - What adjectives did you use about yourself that none of your colleagues used (window 3)
  - What adjectives did others use about you, that you did not use (window 2)
  - What were the common adjectives – that you used and your colleagues used
- ★ Copy the following table into your document and fill in the correct boxes.
- ★ Underneath, type a paragraph where you describe your own strengths and also about your colleagues by comparing their strengths to yours.
- ★ Type a final paragraph, explaining how a positive feedback approach can develop a positive team.
- ★ Submit the Word document, your list of adjectives, and your Johari Window to your assessor.

### Johari Window



### Assessor Comments / Feedback

(tick where demonstrated)

#### Performance criteria

- 1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence
- 4.1 Identify opportunities to utilise emotional intelligence to increase team performance in line with organisational objectives
- 4.2 Encourage a positive, inclusive emotional climate in the workplace

#### Knowledge evidence

- KE 1 Key features of emotional intelligence principles and strategies
- KE 4 Key features of emotional intelligence in the context of building workplace relationships.

#### Performance evidence

- PE 1 conduct an analysis to identify own emotional strengths, weaknesses, stressors, emotional states and triggers, incorporating feedback from others
- PE 6 use emotional intelligence of self and others to enhance team performance
- PE 7 promote the development of emotional intelligence in others.

#### Foundation skills

- Identifies and uses strategies to improve own emotional intelligence
- Uses appropriate language and nonverbal features to present information and seek feedback
- Uses listening and questioning skills to elicit the views of others and to clarify or confirm understanding
- Reflects on personal attributes and considers the impact on others and modifies approach to support development
- Adapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence
- Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence

Assessor initials: .....

Date: .....

Satisfactory  Not Yet Satisfactory

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<b>Assessment Checklist</b> <i>to be completed by the Candidate and Assessor            prior to final (summative) assessment</i>			
Candidate name		Student Number	
Unit	<b>BSBLDR511 Develop and use emotional intelligence</b>		
Assessor name			
<b>Candidate Assessment Declaration</b> <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	
<b>Assessor comments</b> <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.

BSBLDR511 Develop and use emotional intelligence	Assessment Task Number									
	1	2	3	4	5	6	7	8	9	10
<b>Elements and Performance Criteria</b>										
1. Identify the impact of own emotions on others in the workplace										
1.1 Identify and use evaluation criteria to determine own emotional strengths and weaknesses	✓						✓			
1.2 Identify personal stressors and own emotional states related to the workplace		✓					✓			
1.3 Analyse and document potential emotional triggers in workplace situations which may require determination of appropriate emotional responses		✓					✓			
1.4 Evaluate the impact of own workplace behaviours that demonstrate management of emotions				✓			✓			
1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence	✓		✓				✓			
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				✓			✓	✓		
2.2 Develop a plan for identifying and responding appropriately to a range of cultural expressions of emotions					✓			✓		
2.3 Apply techniques to demonstrate flexibility and adaptability in dealing with others				✓	✓	✓		✓	✓	✓
2.4 Demonstrate consideration of the emotions of others when making decisions				✓		✓		✓		
3. Promote the development of emotional intelligence in others										
3.1 Create opportunities for others to express their thoughts and feelings			✓	✓		✓			✓	
3.2 Assist others to understand the effect of their behaviour and emotions on others in the workplace				✓	✓	✓			✓	✓
3.3 Develop and implement plans to encourage the self-management of emotions in others				✓	✓		✓		✓	
3.4 Develop and implement plans to encourage others to develop their own emotional intelligence, to build productive relationships, and maximise workplace outcomes			✓		✓		✓		✓	✓



BSBLDR511 Develop and use emotional intelligence		Assessment Task Number									
		1	2	3	4	5	6	7	8	9	10
4. Utilise emotional intelligence to maximise team outcomes											
4.1 Identify opportunities to utilise emotional intelligence to increase team performance in line with organisational objectives				✓	✓	✓	✓	✓	✓	✓	✓
4.2 Encourage a positive, inclusive emotional climate in the workplace				✓		✓	✓	✓	✓		✓
4.3 Use the strengths of workgroup members to achieve team and/or organisational objectives									✓		
<b>Knowledge Evidence</b>											
The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:											
KE 1 Key features of emotional intelligence principles and strategies		✓	✓	✓			✓	✓	✓	✓	✓
KE 2 Key elements of the relationship between emotionally effective people and the attainment of business objectives							✓	✓		✓	✓
KE 3 Key strategies for communicating with a diverse workforce which has varying cultural expressions of emotion						✓			✓		
KE 4 Key features of emotional intelligence in the context of building workplace relationships.				✓	✓	✓	✓	✓	✓	✓	✓
<b>Performance Evidence</b>											
Evidence of the ability to:											
PE 1 conduct an analysis to identify own emotional strengths, weaknesses, stressors, emotional states and triggers, incorporating feedback from others		✓	✓	✓				✓			
PE 2 identify workplace situations and environments that may trigger an emotional response		✓	✓		✓		✓	✓	✓	✓	✓
PE 3 model behaviours that demonstrate management of emotions					✓			✓	✓	✓	✓
PE 4 recognise the impact that cultural behaviours and beliefs may have on workplace interactions						✓			✓		
PE 5 recognise and respond to the emotional states of others				✓	✓	✓		✓	✓	✓	✓
PE 6 use emotional intelligence of self and others to enhance team performance				✓		✓		✓	✓	✓	✓
PE 7 promote the development of emotional intelligence in others.				✓		✓		✓	✓	✓	✓
<b>Foundation Skills – not explicit in the Performance Criteria</b>											
Learning	Identifies and uses strategies to improve own emotional intelligence	✓		✓	✓		✓				

BSBLDR511 Develop and use emotional intelligence  
Assessment Task Workbook

BSBLDR511 Develop and use emotional intelligence		Assessment Task Number									
		1	2	3	4	5	6	7	8	9	10
Oral communication	Uses appropriate language and nonverbal features to present information and seek feedback			✓		✓	✓	✓	✓	✓	✓
Oral communication	Uses listening and questioning skills to elicit the views of others and to clarify or confirm understanding	✓		✓					✓	✓	
Interact with others	Reflects on personal attributes and considers the impact on others and modifies approach to support development	✓		✓		✓		✓			
Interact with others	Adapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence			✓		✓		✓	✓	✓	✓
Interact with others	Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence			✓	✓			✓	✓	✓	✓
Get the work done	Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness				✓	✓		✓	✓		✓

## Summative Assessment Record

Candidate Name		Student No	
Unit of Competency	<b>BSBLDR511 Develop and use emotional intelligence</b>		

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	