

**BSBLDR511 Develop and use
emotional intelligence**

**Recognition of Prior Learning
Assessor Guide**

Written by Sandy Welton
www.trainingresourcesrto.com.au

BSBLDR511 Develop and use emotional intelligence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

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.

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

Unit Sector

Management and Leadership - Leadership

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR511 Develop and use emotional intelligence	BSBLDR501 Develop and use emotional intelligence	Updates to elements, performance criteria and assessment requirements	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 or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but **not explicit in the performance criteria**.

Skill	Description
Learning	<ul style="list-style-type: none">Identifies and uses strategies to improve own emotional intelligence
Oral communication	<ul style="list-style-type: none">Uses appropriate language and nonverbal features to present information and seek feedbackUses listening and questioning skills to elicit the views of others and to clarify or confirm understanding
Interact with others	<ul style="list-style-type: none">Reflects on personal attributes and considers the impact on others and modifies approach to support developmentAdapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligenceLeads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence
Get the work done	<ul style="list-style-type: none">Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

Mapping Matrix

The Performance Criteria, Knowledge and Performance Evidence for this unit are listed in the Mapping Matrix at the end 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 RPL Guide, to assist the candidate in gathering their evidence.

The suggested document instrument is internally mapped in the left hand column.

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

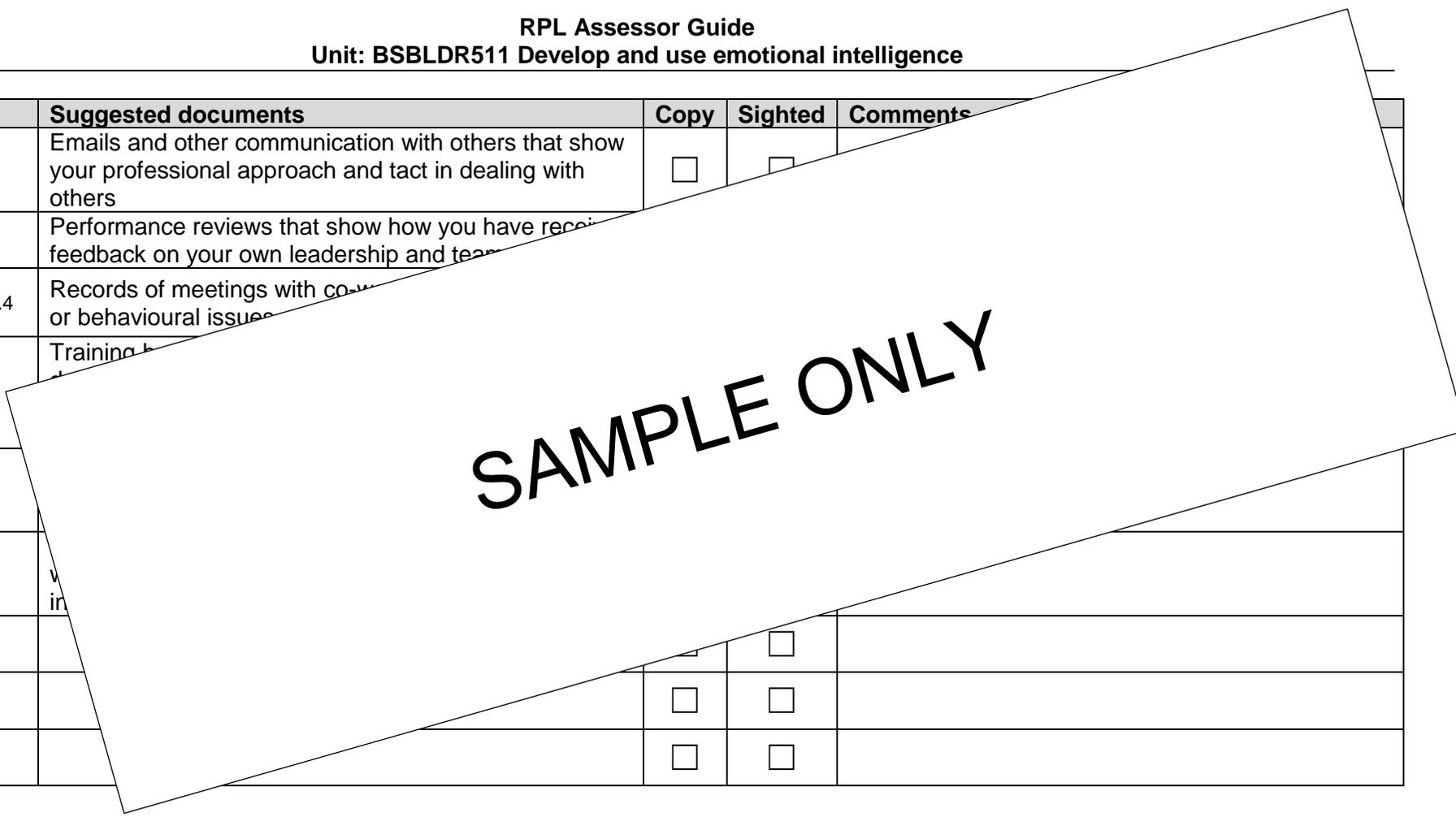
- tick the Copy column if the candidate has provided a copy; or
- tick the Sighted column if you have sighted the document and no copy has been retained by you; and
- describe the document or make other comments in the Comments column

The table has additional rows for you to add any other documentary evidence. You will need to map these documents.

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

RPL Assessor Guide
Unit: BSBLDR511 Develop and use emotional intelligence

Mapping	Suggested documents	Copy	Sighted	Comments
PE 3 PC 2.1-2.4	Emails and other communication with others that show your professional approach and tact in dealing with others	<input type="checkbox"/>	<input type="checkbox"/>	
PE 1 PC 1.1-1.5	Performance reviews that show how you have received feedback on your own leadership and team			
PE 2 PC 2.1, 2.3-2.4 PC 3.1-3.4	Records of meetings with co-workers or behavioural issues			
PE 5 PC 4.1-4.3	Training records			
PE 6 PC 3.1-3.4				
PE 4 PC 2.2	Interview			
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	



.....
 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 to be signed by each third party. The form contains mapping to assist you

This instrument is designed for you to record the evidence

Note that it is essential for you to authenticate this evidence

A Mapping Matrix is at the end of this document. instruments in this RPL Tool. The column to use column. Tick the checkbox where mapping of

Complete this form, as a record of

Candidate name	
TP 1 Name	
TP 1 Position	
Comments of Assessor 1	
Method	
Comments of Assessor 2	
Comments of Assessor 3	
Comments of Assessor 4	
Comments of Assessor 5	
Comments of Assessor 6	
Comments of Assessor 7	
Comments of Assessor 8	
Comments of Assessor 9	
Comments of Assessor 10	
Comments of Assessor 11	
Comments of Assessor 12	
Comments of Assessor 13	
Comments of Assessor 14	
Comments of Assessor 15	
Comments of Assessor 16	
Comments of Assessor 17	
Comments of Assessor 18	
Comments of Assessor 19	
Comments of Assessor 20	
Comments of Assessor 21	
Comments of Assessor 22	
Comments of Assessor 23	
Comments of Assessor 24	
Comments of Assessor 25	
Comments of Assessor 26	
Comments of Assessor 27	
Comments of Assessor 28	
Comments of Assessor 29	
Comments of Assessor 30	
Comments of Assessor 31	
Comments of Assessor 32	
Comments of Assessor 33	
Comments of Assessor 34	
Comments of Assessor 35	
Comments of Assessor 36	
Comments of Assessor 37	
Comments of Assessor 38	
Comments of Assessor 39	
Comments of Assessor 40	
Comments of Assessor 41	
Comments of Assessor 42	
Comments of Assessor 43	
Comments of Assessor 44	
Comments of Assessor 45	
Comments of Assessor 46	
Comments of Assessor 47	
Comments of Assessor 48	
Comments of Assessor 49	
Comments of Assessor 50	
Comments of Assessor 51	
Comments of Assessor 52	
Comments of Assessor 53	
Comments of Assessor 54	
Comments of Assessor 55	
Comments of Assessor 56	
Comments of Assessor 57	
Comments of Assessor 58	
Comments of Assessor 59	
Comments of Assessor 60	
Comments of Assessor 61	
Comments of Assessor 62	
Comments of Assessor 63	
Comments of Assessor 64	
Comments of Assessor 65	
Comments of Assessor 66	
Comments of Assessor 67	
Comments of Assessor 68	
Comments of Assessor 69	
Comments of Assessor 70	
Comments of Assessor 71	
Comments of Assessor 72	
Comments of Assessor 73	
Comments of Assessor 74	
Comments of Assessor 75	
Comments of Assessor 76	
Comments of Assessor 77	
Comments of Assessor 78	
Comments of Assessor 79	
Comments of Assessor 80	
Comments of Assessor 81	
Comments of Assessor 82	
Comments of Assessor 83	
Comments of Assessor 84	
Comments of Assessor 85	
Comments of Assessor 86	
Comments of Assessor 87	
Comments of Assessor 88	
Comments of Assessor 89	
Comments of Assessor 90	
Comments of Assessor 91	
Comments of Assessor 92	
Comments of Assessor 93	
Comments of Assessor 94	
Comments of Assessor 95	
Comments of Assessor 96	
Comments of Assessor 97	
Comments of Assessor 98	
Comments of Assessor 99	
Comments of Assessor 100	

SAMPLE ONLY

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 that relate to the supplementary questions. This should enable the candidate to prepare for your meeting.

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

Each of the supplementary questions is mapped so as to assist you in analysing the evidence provided. Benchmark responses are provided to guide the assessment process and comply with the Principle of Reliability.

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

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

Record of Competency Conversation

Candidate Name		Assessor Name	
Primary Question	What does the term “emotional intelligence” mean, and how do you personally use emotional intelligence in the workplace?		
Mapping	Supplementary Question	Benchmarks	
KE 1	What would you say are the main strengths and characteristics of an emotionally intelligent person?	monitor own emotions monitor other people identify different people use this information to behaviour	
KE 2	How do you think emotionally effective people promote good business relationships?	we	
KE 3	How do you deal with people in the workplace who have expressed negative emotions?		
KE 4	How do you deal with people who have expressed negative emotions?	emotional point be analytical and rather than emotions	

SAMPLE ONLY

RPL Assessor Guide
Unit: BSBLDR511 Develop and use emotional intelligence

Mapping	Supplementary Question	Benchmarks	Assessment
PE 1 PC 1.1	What are your personal emotional strengths and weaknesses	Strengths may include: empathy, listening, respect, calm, patience etc. Weaknesses may include: personal prejudices, holding grudges, responding emotionally.	
PC 1.2	Think about a time when you felt stressed at work. What caused the stress and how did this affect your emotional state?	May identify: overwork, conflict, lack of recognition, poor support, etc.	
PC 1.3	In the situation you have described, what did you do to control your emotional responses?	May identify:	
PC 1.4	Think about a time when you had to control your own emotions at work.		
PC 1.5	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.6	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.7	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.8	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.9	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.10	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.11	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.12	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.13	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.14	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.15	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.16	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.17	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.18	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.19	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.20	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.21	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.22	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.23	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.24	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.25	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.26	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.27	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.28	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.29	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.30	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.31	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.32	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.33	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.34	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.35	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.36	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.37	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.38	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.39	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.40	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.41	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.42	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.43	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.44	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.45	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.46	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.47	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.48	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.49	Think about a time when you observed someone else's emotional state at work.	May identify:	
PC 1.50	Think about a time when you observed someone else's emotional state at work.	May identify:	

SAMPLE ONLY

RPL Assessor Guide
Unit: BSBLDR511 Develop and use emoti

Mapping	Supplementary Question	Benchmarks
PC 2.1	What kinds of cues do you observe in others that show how they respond to you and how do you respond when they are negative towards you?	Observation of body language, eye contact, voice etc. Gives examples of positive responses. Responds positively and not allow emotions to get over.
PC 2.2	What is the diversity mix in your workplace and what do you do when faced with people who have varying cultural expressions of emotion?	Demonstrates awareness of its impact on others. Gives examples of how to manage diversity.
PC 2.4	Think about a decision you had to make. How did you handle it? How do you think others would have handled it?	
PC 2.5	Describe a situation where you had to give feedback to someone. How did you handle it? How do you think others would have handled it?	May use a tactful way of asking for feedback. May give others the opportunity to give others the feedback – without putting down or being dismissive.

SAMPLE ONLY

RPL Assessor Guide
Unit: BSBLDR511 Develop and use emotional intelligence

Mapping	Supplementary Question	Benchmarks
PC 3.2	What do you do, personally, to help others understand the effect of their behaviour and emotions on others in the workplace?	May describe a situation as example such as a counselling meeting to address behavioural performance or an informal discussion. Likely to be related to negative behaviour. Should include discussion of facts and evidence rather than personal opinion.
PC 3.3-3.4	How do you encourage others in the workplace to build productive relationships that improve work outcomes?	May involve discussion of teamwork, communication and individual loyalty and commitment.
PC 4.1-4.4	What do you think makes for a positive emotional climate in the workplace?	

SAMPLE ONLY

.....
 Assessor Signature

RPL Assessor Guide
Unit: BSBLDR511 Develop and use emotional intelligence

Mapping Matrix

BSBLDR511 Develop and use emotional intelligence	Documentary Evidence	Third Party Verification	Competency Conversation
Elements and Performance Criteria			
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Identify personal stressors and own emotional states related to the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Analyse and document potential emotional triggers in workplace situations which may require determination of appropriate emotional responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Evaluate the impact of own workplace behaviours that demonstrate management of emotions	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop a plan for identifying and responding appropriately to a range of cultural expressions of emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Apply techniques to demonstrate flexibility and adaptability in dealing with others	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Demonstrate consideration of the emotions of others when making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Promote the development of emotional intelligence in others			
3.1 Create opportunities for others to express their thoughts and feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Assist others to understand the effect of their behaviour and emotions on others in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Develop and implement plans to encourage the self-management of emotions in others	<input type="checkbox"/>		<input type="checkbox"/>
3.4 Develop and implement plans to encourage others to develop their own emotional intelligence, to build productive relationships, and maximise workplace outcomes	<input type="checkbox"/>		<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RPL Assessor Guide
Unit: BSBLDR511 Develop and use emotional intelligence

BSBLDR511 Develop and use emotional intelligence	Documentary Evidence	Third Party Verification	Competency Conversation
4.2 Encourage a positive, inclusive emotional climate in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Use the strengths of workgroup members to achieve team and/or organisational objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge Evidence 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		<input type="checkbox"/>	<input type="checkbox"/>
KE 2 Key elements of the relationship between emotionally effective people and the attainment of business objectives		<input type="checkbox"/>	<input type="checkbox"/>
KE 3 Key strategies for communicating with a diverse workforce which has varying cultural expressions of emotion		<input type="checkbox"/>	<input type="checkbox"/>
KE 4 Key features of emotional intelligence in the context of building workplace relationships.		<input type="checkbox"/>	<input type="checkbox"/>
Performance Evidence 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE 2 identify workplace situations and environments that may trigger an emotional response	<input type="checkbox"/>		<input type="checkbox"/>
PE 3 model behaviours that demonstrate management of emotions		<input type="checkbox"/>	<input type="checkbox"/>
PE 4 recognise the impact that cultural behaviours and beliefs may have on workplace interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE 5 recognise and respond to the emotional states of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE 6 use emotional intelligence of self and others to enhance team performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE 7 promote the development of emotional intelligence 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 information to make a judgement as to whether the candidate has demonstrated competency in this unit.

For Performance Criteria and Performance Evidence, at least 2 checkboxes in each row should have been checked. For Knowledge Evidence, the Competency Conversation alone is sufficient, although it may be supported with documentary evidence. A third party, unless they are a qualified assessor, is not in a position to confirm knowledge.

Note: Some PCs in this unit can be addressed in the competency conversation alone, because they relate to identifying or being aware.

Practical Activities

If there are gaps, then you will need to make a judgement whether the candidate can provide evidence by completing a practical activity. In this case, use the learning and assessment pathway Trainer/Assessor Guide for this purpose. All tasks are mapped and this should enable you to select one or more assessment tasks to bridge the gap.

Once the tasks are selected, extract them from the learning and assessment pathway Assessment Task Workbook and place them in a separate document.

Gap Training

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

Summative Assessment Record

Candidate Name		Student No	
Unit of Competency	BSBLDR511 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 <input type="checkbox"/> No <input type="checkbox"/>
Candidate signature	Date	