

**BSBLDR511 Develop and use
emotional intelligence**

**Recognition of Prior Learning
Candidate Guide**

BSBLDR511 Develop and use emotional intelligence

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.

Documentary Evidence

The following is a list of the types of workplace documents that you may be able to provide in support of your RPL application for this unit of competency.

Please note that the list is only a suggestion. You may have other documents that you think will help with your application. It is also quite possible that you may not be able to provide all, or even any, of the types of document listed. This does not prevent your eligibility for RPL. Your assessor will look for other options, which may include setting practical activities for you to complete.

Gather together all the documents that you can, and submit them to your assessor. Provide copies where you can. If you cannot provide copies or the documents are very large, your assessor may peruse the originals and return them to you.

Important Note:

- You must comply with the Australian Privacy Principles. No individual (other than yourself) should be named in the documents. Blank out any names or any other information that could identify the individual.
- You must also comply with any “commercial in confidence” requirements. If you need to submit such a document, seek permission from your organisation. Your assessor may peruse the originals and can also sign a declaration that they will protect the information.

List of suggested documentary evidence

Emails and other communication with others that show your professional approach and tact in dealing with others

Performance reviews that show how you have received feedback on your own leadership and teamwork

Records of meetings with co-workers where emotional or behavioural issues were resolved

Training handouts, presentation notes and other documents where you assisted others in the workplace to understand emotional intelligence and how to develop it

Performance reviews that you have conducted to give feedback to others on their performance and workplace relationships

Reports and other communications that you have written that relate to promoting and working effectively in a diverse workplace

Third Party Verification

The form on the following page should be printed twice.

Give each copy to the referees that you identified in your RPL application.

Clarify to each that they should only tick items that they can confirm from their own knowledge of you through observation of your performance at work.

Let them know that the assessor will contact them either by telephone or email to confirm the authenticity of the information.

Request each referee to write a few comments on your performance overall.

Ensure that the forms are signed and correctly dated by each referee.

Submit the forms as soon as they are completed to your assessor.

Third Party Verification Form

Name of Candidate			
Name of Third Party (Referee)			
Position of Third Party			
Work relationship of Third Party to the Candidate			
Telephone		Email	
Please tick the checkbox where you can confirm that the candidate meets the criteria. NOTE: It is not necessary for you to tick boxes based on your own knowledge of the candidate's work role.			
mapping (assessor use)	Criteria for assessment		✓
PE 3 PC 1.1-1.5	Behaves in a way that is consistent with organisational values		<input type="checkbox"/>
PE 3 PC 1.1-1.5	Manages work relationships to achieve positive outcomes		<input type="checkbox"/>
PE 1 PC 1.5	Actively seeks and identifies opportunities to personalise work		<input type="checkbox"/>
PE 3 PC 3.1-3.2	Influences others in a professional manner		<input type="checkbox"/>
PE 3 PC 2.1-2.3	Actively seeks to resolve aggression or conflict		<input type="checkbox"/>
PE 5-6 PC 2.1-2.4	Resolves conflict in the workplace and with others		<input type="checkbox"/>
PE 5-6 PC 3.1-3.2 PC 4.1	Creates harmony by own actions and relationships		<input type="checkbox"/>
PE 4 PC 4.1	Engages people from diverse cultural backgrounds		<input type="checkbox"/>
	Communicates effectively in dealing with others,		<input type="checkbox"/>
	and performs their own work role in a way that is sensitive to others		<input type="checkbox"/>
	Encourages others to express their thoughts and feelings and respects different points of view		<input type="checkbox"/>
	Contributes to a positive emotional climate in the workplace		<input type="checkbox"/>
	Manages conflict to achieve positive outcomes, effectively using the diverse strengths of others		<input type="checkbox"/>
Please provide a comment on your personal evaluation of the candidate and the way they demonstrate emotional intelligence in their work role.			
Signed		Date	

SAMPLE ONLY

Competency Conversation

A competency conversation is a meeting between you and your assessor, where you discuss and explain your work experience. It is an informal discussion - not an examination. The competency conversation may be face to face or by telephone, Skype or other means of communication.

Your assessor will make notes of your responses. They may ask if you consent to having your responses recorded, so that they have an accurate and complete record. You have the right to refuse recording of your voice or videoing the meeting.

The following is a list of the types of questions your assessor is likely to ask you. It is provided in advance, so that you can prepare for the meeting. Consider each of the questions and think about how you will respond.

Your assessor may suggest that you submit typed answers prior to holding the competency conversation, as this can reduce the time and cost of the RPL process. If your typed answers are sufficient, the competency conversation may not be necessary.

Answers to prepare:

Main question – to start the discussion:

What does the term “emotional intelligence” mean, why is it so important for a manager and how do you personally use emotional intelligence in the workplace?

Supplementary questions – to expand upon the main question:

What would you say are the main strengths and characteristics of an emotionally intelligent person?

How do you think emotionally effective people promote good business relationships?

How do you deal with people in the workforce who have different cultural expressions of emotion?

How do you use emotional intelligence to build relationships between yourself and others and between other people?

What are your personal emotional strengths and weaknesses

Think about a time when you felt stressed at work. What caused the stress and how did this affect your emotional state?

In the situation you have described, what did you do to control your emotional responses?

Think about a time when you had to manage your own emotions in the workplace. What did you do and how did you behave?

Supplementary questions – to expand upon the main question:

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?

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?

What is the diversity mix in your workplace and what do you do when faced with people who have varying cultural expressions of emotions?

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?

Think about a time (such as a meeting) where one person was preventing others from expressing themselves. What did you do?

What do you do, personally, to help others understand the effect of their behaviour and emotions on others in the workplace?

How do you encourage others in the workplace to build productive relationships that improve work outcomes?

What do you think makes for a positive emotional climate in the workplace?