

BSBLDR501 Develop and use emotional intelligence

BSB: Business Services Training Package

Trainer and Assessor Guide

Purpose of this Trainer and Assessor Guide

This Guide is designed to be used as a reference resource by the trainer/assessor during training and conducting the assessment.

It contains:

- All of the information and instructions to the candidate that are in the Assessment Task Workbook for this unit.
- Benchmark solutions for all of the assessment activities, together with guidance for the assessor on how to access relevant information using Internet searching and reference to legislative materials.
- A mapping summary which shows how each of the assessment tasks relate to the unit requirements.

The Assessment Task Workbook

The Assessment Task Workbook is for the candidate. It contains:

- Instructions for the candidate about the unit assessment requirements
- A verification form for the candidate to confirm that they have received and understood the assessment process and their right of appeal
- All of the assessment tasks
- Space for the assessor to give feedback to the candidate and to confirm whether the task was satisfactory
- A copy of the mapping summary in the Trainer/Assessor Guide.
- Final assessment form, for signing off by the assessor and the candidate

Assessor qualifications

Assessors must satisfy NVR/AQTF assessor requirements.

You (the assessor) should ensure that you:

- have the necessary training and assessment competencies as determined by the National Skills Standards Council or its successors; (*TAE40110 or its successors*)
- have the relevant vocational competencies at least to the level being delivered or assessed; (*hold this unit or have mapped your competencies to the unit and this has been approved by the RTO authorised officer*).
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
- continue to develop your vocational education and training (VET) knowledge and skills as well as your industry currency and trainer/assessor competence.

Adherence to the benchmarks

In order to ensure that the assessment process and outcome meets the principles of assessment and the rules of evidence, it is ESSENTIAL that you adhere to the benchmarks for assessment outlined in this Guide.

The benchmark solutions and information in this Guide are current as at the date shown in the footer. Statutory authority web sites and legislation may change.

You, the trainer/assessor, will need to maintain currency.

Reasonable Adjustment

If the candidate has special needs which require reasonable adjustments, then you, the assessor, must ensure that you have:

- Reviewed the unit requirements and determined that adjustments will not compromise the outcome.
- Determined the adjustments to be made, in consultation with the candidate and, if necessary, a specialist.
- Clearly documented the adjustments made as part of the assessment record, in sufficient detail to enable another qualified assessor to make a judgement of competency.
- Ensured that you protect the candidate's right to privacy and confidentiality in relation to any personal information such as medical conditions, and where personal information needs to be recorded, gained the candidate's consent in writing.

Recognition of Prior Learning and Credit Transfer

If the candidate currently holds qualifications or has relevant experience for this unit, then they must be offered the opportunity for RPL and not be required to undertake a full learning and assessment pathway.

Gap training and assessment may be required.

If the candidate holds an equivalent unit, then they are entitled to credit transfer. Refer to the unit information on the following page.

Safety

If at any time during the assessment process you consider that any person may be at risk, you must immediately abort the assessment session.

Australian Qualifications Framework

The candidate should demonstrate AQF level 5 criteria when completing the assessment tasks.

AQF level 5 criteria	
Summary	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Knowledge	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none">• analyse information to complete a range of activities• provide and transmit solutions to sometimes complex problems• transmit information and skills to others
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters

source: Australian Qualifications Framework March 2015

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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 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.

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
BSBLDR501 Develop and use emotional intelligence	Not applicable	New unit	No equivalent unit

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.

Solutions

Gardner's Intelligence Types that correlate with EI.

<i>Interpersonal</i>	<i>Intrapersonal</i>
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Results of the test will vary – depending upon the candidate's responses. The spreadsheet (or other document) must be submitted in evidence.

The Word document should contain a minimum of one paragraph which discusses their score in relation to interpersonal and intrapersonal intelligence types.

The candidate should locate and complete 3 Emotional Intelligence tests.

They should identify the URL of each test. You should access each link to ensure that it exists.

The candidate should type at least one paragraph identifying their EI strengths and a further paragraph identifying EI areas for improvement and strategies for improvement which may include reflection, seeking feedback, observation of reactions of others.

Note that this task cannot be benchmarked. The purpose of the task is primarily to address PC 1.1 of the unit, relate this to EI principles and strategies and use feedback (the tests) to gather feedback to identify own emotional strengths and weaknesses.

Assessment Criteria

1.1 Identify own emotional strengths and weaknesses

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

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, storyboarders, 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.

Solutions

Responses will vary considerably, depending upon the candidate’s workplace experiences.

The candidate should select one positive and one negative trigger from the list provided. Note that triggers such as “challenge” may be considered positive or negative, depending upon the situation described and the emotion that it generated. “Time” may involve lack of time / overwork. The purpose of this task is for the candidate to identify personal stressors in the workplace, the emotional states generated and then to review in hindsight using awareness of their reactions to identify how they can control emotional responses. It may be that the candidate is happy with the way that they controlled their emotional response. In either case, they should provide an explanation of “why?”. Their explanation should demonstrate that the candidate is aware of the impact of their own emotions on others – particularly when they are a team manager and a role model.

Assessment Criteria

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

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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				✓	✓				✓	

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.				✓	✓	✓		✓	✓	✓	✓