

BSBLDR511 Develop and use emotional intelligence

BSB: Business Services Training Package

Trainer and Assessor Guide

Written by Sandy Welton
www.trainingresourcesrto.com.au

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:

- 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 October 2018

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 feedback• Uses 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 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
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

Assessment Task 1

This task requires you to analyse your own emotional strengths

Assessor note: Discussion of personal emotional triggers or discussion or in pairs, prior to documenting the outcome.

★ Read the following information

Emotional Intelligence links strongly with Howard Gardner's theory of 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 the test.

★ Read the description of the test.

★ Create a Word document.

★ Type your name in the document.

★ Type the word 'Emotional Intelligence' in the document.

★ Type your name and the word 'Emotional Intelligence' in the document. **Correlate with EI and**

★ Go to the following website (http://www.pearsoned.com/au/0130362000/0130362000_chapter01.html) where you can download a free

★ Download the test in a format that will permit you to submit it to your assessor.

★ Complete the test in a format that will permit you to submit it to your assessor.

★ Identify the three types of Intelligence that correlate with EI.

★ In your Word document, write at least one paragraph where you explain the score. Discuss how 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 (current and future improvement).

★ In your Word document, type the heading **Feedback**

★ Seek feedback from family, friends and colleagues about the situations that they have experienced and the feedback they received.

★ Then type a further paragraph that describes your (current and future) descriptions of the situations.

★ Type a further paragraph that describes your (current and future) responses with those described.

★ Type a final paragraph that describes your (current and future)

- recognise what you have learned
- respond appropriately

Solutions Gardner's

Interpers

Result

(or o

Th

•

SAMPLE ONLY

Assessment

Performance

- 1.1 Identify and use evaluation criteria to determine own emotional strengths and weaknesses
- 1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence

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

Foundation skills

- Identifies and uses strategies to improve own emotional intelligence
- 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

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, story-boarders, 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

BSBLDR511 Develop and use emotional intelligence
Trainer & Assessor Guide

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 trigger emotional triggers.

★ Create a Word document with the filename BSBLDR511

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

Fear	Guilt
Belonging	Compromise
Time	Apology

★ Think about your workplace and identify situations in you.

★ Select one positive trigger (one that you feel good)

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

- Identify the trigger and type several paragraphs.
- Describe the situation and type several paragraphs.
- Describe the effects on you and type several paragraphs.

SAMPLE ONLY

○ Describe the effects on you and type several paragraphs.

★ Select one negative emotional trigger and type several paragraphs.

★ Describe the situation and type several paragraphs.

★ Describe the effects on you and type several paragraphs.

★ Type a 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 of a team responds emotionally and with lack of control.

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. Triggers 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 demonstrate awareness of their reactions to identify how they can cope with the situation. It may be that the candidate is happy with the way that they have responded to the stressors. In either case, they should provide an explanation of their response. They should demonstrate that the candidate is aware of their own emotional response to others – particularly when they are a team manager.

Assessment Criteria

Performance criteria

- 1.2 Identify personal stressors and emotional states
- 1.3 Analyse and document potential responses that require determination of appropriate coping strategies

Knowledge evidence

- KE 1 Key features of emotional intelligence

Performance evidence

- PE 1 conduct an analysis of personal stressors, emotional states and responses
- PE 2 identify workplace stressors and demonstrate emotional response

SAMPLE ONLY

Assessment Task 3

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

Assessor note:

The assessment conditions for this unit require the candidates to work with others. You will need to ensure that the candidates contribute to confirming the foundation skill – oral communication.

★ Read the following explanation of the Johari Window.

The Johari Window is a communication model that is used to improve relationships between individuals. The word "Johari" is a combination of the names of the two people who developed the model, Joseph P. Luft and Harry Ingham.

1. There are two key ideas behind the Johari Window:
2. That you can build trust with others by being open to them.

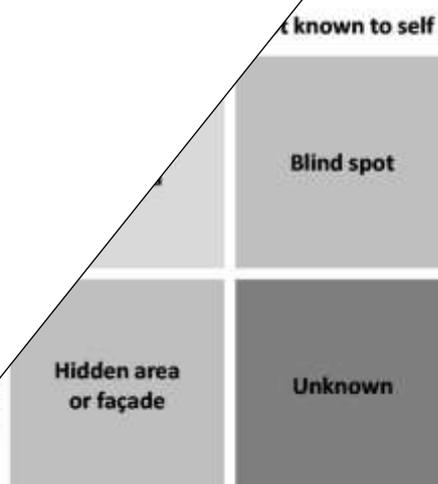
That, with the help of feedback from others, you can learn more about yourself and your relationships with others.

By explaining the ideas behind the Johari Window, you can help others to understand the value of self-disclosure and the value of constructive feedback.

Done sensitively, self-disclosure can help you to build relationships with others.

The Johari Window is shown below.

SAMPLE ONLY



The four quadrants are:

1. Open Area (Quadrant 1)

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

Candidate should also discuss what they have learned about their colleagues – which will relate to how well their colleagues can “read” them, level of consensus or lack thereof and what that may indicate about the effectiveness of the team.

Assessment Criteria

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

Assessment Task 4

This task requires you to apply the theory of Transactional Analysis to the following scenarios and model emotional intelligence

★ Read the following brief explanation of TA.

Psychiatrist Dr. Eric Berne wrote the book *Games People Play*, which is still selling today. The book introduced the general public to Transactional Analysis. Two of his students also published books on TA: A. Harris, author of *I'm OK You're OK*; and Clay

Transactional Analysis theory begins with the concept of the ego state, which is made up of various ego states: the Parent, the Adult, and the Child.

The Parent	This state contains the external sources, prior to birth, and behaviour is an automatic response. <ul style="list-style-type: none"> • nurturing parent • controlling parent
The Adult	Thoughts, feelings, and actions that are appropriate to the current situation. <ul style="list-style-type: none"> • collected • objective
The Child	Impulsive, emotional, and uninhibited responses, uninhibited feelings of guilt, fear, and shame.

SAMPLE ONLY

When we interact with others, we are operating from any one of the three ego states.

Transactional Analysis is a theory of human interaction. The nature of the transactions determines the nature of the interaction. The forces at work are

- Complementary: Person A responds with Adult ego state. Person B responds with Adult ego state.
- Crossed: Person A responds with Parent ego state (I'm OK You're OK) – Person B responds with Adult ego state.
- Complementary: Person A responds with Child ego state. Person B responds with Parent ego state.

Name: _____ name BSBLDR511 Assessment 4.

Date: _____ and the date in the footer.

★ Type your answers in the spaces provided under the heading **Transactional Analysis**.

★ Copy each of the following scenarios into your document. Underneath each scenario, type the question followed by your answers

Note: you may need to do further research on Transactional Analysis

Scenario 1

You attend a Work Health and Safety Committee meeting. 50% of the members are health and safety representatives of the workers (HSRs). The other 50% are made up of yourself and 4 other managers of different departments.

You notice that one of the HSRs – who works for one of the managers – seems to fidget as if he has something important to say but is not speaking. You point this out to the Chair of the meeting, who happens to be a manager. The Chair permits the HSR to speak but does not encourage further discussion. The HSR is unwilling to be assertive and backs down.

Questions and solutions

Note: Responses may vary in the explanations. The following are sample responses.

What do you believe is the ego state of the HSR?	Child
Explain how you came to this conclusion.	HSR was not prepared to speak up. Feeling intimidated.
What do you believe is the ego state of the Chair?	Parent
Explain how you came to this conclusion.	Chair ignored the HSR. Gives permission towards the HSR.
What conclusions can you draw from the Chair's department and your own?	Morale of the department is low. Controlling.
Incident suggests that the HSR is a parent: criticizing, censoring, controlling.	Team efficiency will suffer. Morale will be low. A parent's influence over the HSR is negative.
What can you suggest to address the HSR's concerns?	Encourage the HSR to speak up. Encourage transactions by the HSR is positive.
I would like to see the HSR raised.	Encourage the HSR to speak up. Encourage transactions by the HSR is positive.
Can you provide a solution?	Encourage the HSR to speak up. Encourage transactions by the HSR is positive.
We all know that safety is a top priority.	Encourage the HSR to speak up. Encourage transactions by the HSR is positive.

SAMPLE ONLY

John, who you manage will be retiring in 2 months and has requested to be trained to take over the role of the department. You take to manage this key role and believe the department has an interest in accounts and payroll. John is a good person, as he has always been willing to help others. The department has many problems to him and he always has time to listen and help. John is a "old softy".

You consider the department. You think Erica will be up to the job, and John is keen to give her a chance. You explain to Erica that she will be given a one month trial, sitting with John. If it doesn't work out, Erica can go back to her previous role. There will be a 10% increase until she has proved herself.

At the end of the month, even John has to admit that Erica isn't going to work out. Now that Erica is back in her old position, she has become snappy and sulky.

Questions and solutions

Note: Responses may vary in the explanations. The following are suggested responses.

What do you think is Erica's predominant ego state?	Child
What do you think is John's predominant ego state?	Parent (nurturing parent)
What will be the flow-on effect of Erica's current behaviour?	Will affect the team as a whole. Her behaviour as child will prompt further child-orientated responses.
You realise you must deal with this problem proactively. How do you plan to do this?	Adult ego state and avoiding Parent or Child ego states.
<i>Response will vary – should be a script that addresses the following points:</i>	<ul style="list-style-type: none"> • We have a problem • Reminder of the original agreement • You were given the chance as a team • There's nothing personal in this • Notice you are being snappy • This makes everybody unhappy • What's the reason for this? • Do you think this is acceptable? • Can we come to an agreement on a helpful self?

Scenario 3

You have been assigned to manage a department for a transport company. The department is responsible for the flow of work for the purpose of ensuring all vehicles are in good condition. This involves a team of mechanics. The Chief Executive Officer (CEO) has just received a report from the team, telling you that the team was "not functioning on the road" rather than supervising the vehicles. The team is back and uncooperative with each other and the CEO is angry with the team. One of the team members (Alan) is likely to expect a high standard of performance for the company for over 10 years but has a history of poor performance.

What do you think is the best way to handle this situation, bearing in mind that you are likely to be seen as a leader?	What will you do, what will you say and to whom?
What are the various options that the candidate may select. Look for a "Parent" or "Child" approach. Responses may include:	<ul style="list-style-type: none"> • Do nothing without action – identify actual behaviour that is the issue. • Team discussion – explain the importance of the department – ask for comments on things that might be going wrong and suggestions for improvement. • Remind about objectives. • State any behaviour which is unacceptable in terms of facts without judgement. • Clarify consequences to the organisation and to the individuals in the team. • Seek agreement on a forward direction • May include private discussion with Alan, depending upon his attitude.

SAMPLE ONLY

Assessment Criteria

Performance criteria

- 1.4 Evaluate the impact of own workplace behaviours that demonstrate management of emotions
- 2.1 Respond to the emotional states of co-workers and assess emotional cues
- 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
- 3.1 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
- 4.1 Identify opportunities to utilise emotional intelligence to increase team performance in line with organisational objectives

Knowledge evidence

- KE 4 Key features of emotional intelligence in the context of building workplace relationships.

Performance evidence

- PE 2 identify workplace situations and environments that may trigger an emotional response
- PE 3 model behaviours that demonstrate management of emotions
- PE 5 recognise and respond to the emotional states of others

Foundation skills

- Identifies and uses strategies to improve own emotional intelligence
- Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence
- Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

balance of pages deleted

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
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	✓						✓			
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								✓		
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	✓	✓	✓			✓	✓	✓	✓	✓
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.			✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓				✓			
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.			✓		✓		✓	✓	✓	✓
Foundation Skills – not explicit in the Performance Criteria										
Learning	Identifies and uses strategies to improve own emotional intelligence									
	✓		✓	✓		✓				

BSBLDR511 Develop and use emotional intelligence
Trainer & Assessor Guide

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				✓	✓		✓	✓		✓