



Australian Government

BSBLDR501 Develop and use emotional intelligence

Release: 2

BSBLDR501 Develop and use emotional intelligence

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify the impact of own emotions on others in	1.1 Identify own emotional strengths and weaknesses

ELEMENT	PERFORMANCE CRITERIA
the workplace	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 1.4 Model 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 Identify the range of cultural expressions of emotions and respond appropriately 2.3 Demonstrate flexibility and adaptability in dealing with others 2.4 Take into account the emotions of others when making decisions
3. Promote the development of emotional intelligence in others	3.1 Provide 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 Encourage the self-management of emotions in others 3.4 Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes
4. Utilise emotional intelligence to maximise team outcomes	4.1 Encourage a positive emotional climate in the workplace 4.2 Use the strengths of workgroup members to achieve workplace outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.5	Identifies and uses strategies to improve own emotional intelligence
Oral	1.4,1.5, 2.1-2.3,	Uses appropriate language and nonverbal features to

communication	3.2-3.4, 4.1	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	1.1-1.5, 2.1- 2.4, 3.2-3.4, 4.1	• 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	3.1, 3.2, 4.2	• Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR501 Develop and use emotional intelligence (Release 2)	BSBLDR501 Develop and use emotional intelligence (Release 1)	Updated to correct typographical error	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLDR501 Develop and use emotional intelligence

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Performance Evidence

Evidence of the ability to:

- identify own emotional strengths, weaknesses, stressors, emotional states and triggers through self-reflection and 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.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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.

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.

Links

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