

Assessment support pack

BSBLDR511 Develop and use emotional intelligence

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *BSBLDR511 Develop and use emotional intelligence*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Final assessment

This final assessment is for the unit *BSBLDR511 Develop and use emotional intelligence*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Due date
1. Questions	
2. Project	

Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

Question 7

Use an example to describe a technique that demonstrates flexibility and adaptability when dealing with the emotions of others.

Result

S ☐U ☐

Question 8

The CEO of your organisation is about to make an announcement to all staff that the tough economic conditions have necessitated cost cuttings, and that 10 per cent of positions will be made redundant. This means that two people in your immediate team will be let go. The members of your team have been working closely with each other for many years.

How can you use emotional intelligence to keep the performance of your team on track after the announcement is made?

Result

S ☐U ☐

Section 2: Promote emotional intelligence in others

Read the case study, then answer the questions that follow.

Case study

Barbara is a trained counsellor and thoroughly enjoys the level of human interaction she encounters in the workplace. You are Barbara's manager. You find Barbara personable, trustworthy and always available to listen to you and others when they have a work-related issue or grievance. As a result, Barbara has developed positive relationships with many of her colleagues, increasing her job satisfaction.

In a meeting, Barbara puts forward the idea of implementing a mentoring program in the organisation. Troy, another counsellor in your team, quickly dismisses Barbara's suggestion

Section 3: Promote and utilise emotional intelligence to maximise team outcomes

The student's project shows evidence of the following:	S	U
5. *Implementing plans to enhance the emotional intelligence of others		
a. Creating opportunities for others to express their thoughts and feelings Comments:	<input type="checkbox"/>	<input type="checkbox"/>
b. Encouraging team members to self-manage their emotions Comments:	<input type="checkbox"/>	<input type="checkbox"/>
c. Assisting team members to understand the effect of their behaviour and emotions on others Comments:	<input type="checkbox"/>	<input type="checkbox"/>
d. Encouraging team members to build productive relationships to maximise their work performance by developing a positive, inclusive environment Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Additional questions: [†] Student responses:	<input type="checkbox"/>	<input type="checkbox"/>
Feedback:		

S=Satisfactory U=Unsatisfactory

*Item must be observed.

[†]Record additional questions to address contingencies and further clarify student understanding.

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard:	Observation date/s:	
	O	N
d. Encouraging team members to build productive relationships to maximise their work performance by developing a positive, inclusive environment Outline of the task: <ul style="list-style-type: none"> • Creating a team culture that is supportive, informal, comfortable and non-judgmental • Encouraging team members to exercise openness, flexibility and motivation to change, innovation, creativity and collaborative problem-solving • Cultivating rapport with people from different walks of life • Other (please describe): Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Feedback/overall comment:		

O = Observed N = Not observed

This third-party report is for the unit *BSBLDR511 Develop and use emotional intelligence*, Release 1.

Name/s of third party persons:

Name of organisation:

Phone no:

Email address:

**Relationship to student
(Please indicate your position
in the organisation):**

Third-party confirmation:

- I confirm that I have had an opportunity to discuss requirements of this task with the assessor.
- I confirm that the student completed the above tasks to an acceptable workplace standard without assistance.
- I have provided the student with access to organisational documents such as policies and procedures, if required.
- I agree to provide clarification to the assessor and supporting information if requested.

Signed: _____ Date: _____

Sample scenario

Students can use this sample scenario to complete Section 2 of Assessment task 2.

Managing a project team

You have been asked to manage a project team that is coming together for the first time.

The project is to implement a new software solution for the organisation. You will need to:

- organise and manage the schedule for the changeover to the new system
- organise staff training
- manage resource development
- monitor the budget for the project.

The project is a vital component of the organisation's strategic plan as it will allow the organisation to respond to customer needs more efficiently.

You meet with each of your team members for the first time and ask each of them to describe a key strength and how it will contribute to the project. You also ask them to identify any issues they perceive in being part of the project team.

Below is a summary of each person's response.

Project team member	What they perceive as their key strength	Issues they believe may exist within the team
Raoul	Time management – 'I will stop at nothing to meet a deadline, especially when the project time lines are tight'	'I've worked with Alan before. If you don't agree with him he gets in such a mood and he ends up slowing everything down.'
Alan	Attention to detail – 'I hate being rushed – I do my best work when I am allowed to make sure that what we are doing is right.'	'I can't stand people who take up all the oxygen in the room. I get angry and defensive if I don't get my way.'
Shania	Communication – 'I am a great communicator. I can talk for hours on any subject and I know what I am talking about.'	'I'm the only female and want to be treated with respect. I am worried that I will be talked down to.'
Futoshi	Numeracy – 'I am a numbers man. I can make sure the project finances are on track.'	'I like a calm and quiet team so that I can concentrate. If people are too loud I will withdraw and work on my own.'
Mick	Organisation – 'I am a logical thinker and will be able to organise the steps to complete the project.'	'I have a disability that slows down my speech. Sometimes people think I am stupid or can't do things, which can really hurt and frustrate me.'