



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV516A Develop and use emotional intelligence

Revision Number: 3

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Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

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.

In practice, developing and using emotional intelligence may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, facilitating change, leading a group, developing policy etc.

This is one of 6 units in the *Working in Government* and *Management* Competency Fields that deal with working with others. Related units are:

- PSPGOV302B Contribute to workgroup activities
- PSPGOV404B Develop and implement work unit plans
- PSPGOV511A Provide leadership
- PSPGOV604A Foster leadership and innovation
- PSPMNGT701B Provide strategic
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- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the impact of own emotions on others in the workplace	1.1 Own emotional strengths and weaknesses are identified. 1.2 Personal stressors and own emotional states related to the workplace are identified. 1.3 Awareness of own emotional triggers is developed and used to enable control to be exercised over emotional responses. 1.4 Workplace behaviours that demonstrate management of <i>emotions</i> are modelled. 1.5 Self-reflection is utilised and feedback from others is obtained to improve development of <i>emotional intelligence</i> .
2. Recognise and appreciate the emotional strengths and weaknesses of others	2.1 The emotional states of co-workers are assessed and emotional cues responded to. 2.2 The varying cultural expressions of emotions are identified and utilised to respond to emotional cues in a diverse workforce. 2.3 Flexibility and adaptability are demonstrated in dealing with others. 2.4 The emotions of others are taken into account when making decisions.
3. Promote the development of emotional intelligence in others	3.1 Opportunities are provided for others to express their thoughts and feelings. 3.2 Others are assisted to understand the effect of their behaviour and emotions on others in the workplace. 3.3 Self-management of emotions is encouraged in others. 3.4 Others are encouraged to <i>develop their own emotional intelligence</i> to build productive relationships and maximise workplace outcomes.
4. Utilise emotional intelligence to maximise team outcomes	4.1 A positive emotional climate is encouraged in the workplace. 4.2 The strengths of workgroup members are used to achieve workplace outcomes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the public sector
- keeping check of emotions when challenges arise and maintaining composure
- perceiving the emotional motivators that drive individuals and groups in the workplace and engaging those motivators, where appropriate, to optimise organisational performance
- using a variety of words and language structures to explain complex ideas to different audiences
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector
- emotional intelligence principles and strategies
- the relationship between effective people and the attainment of business unit objectives
- communication with a diverse workforce
- varying cultural expressions of emotion
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of using emotional intelligence

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPCOM502A Develop and implement community engagement strategies
 - PSPCOM503A Build and maintain community relationships
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV507A Undertake negotiations
 - PSPGOV508A Manage conflict
 - PSPGOV511A Provide leadership
 - PSPGOV512A Use complex workplace communication strategies
 - PSPGOV514A Facilitate change
 - PSPLEGN501B Promote compliance with legislation in the public sector
 - PSPPOL501A Develop organisation policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- development and use of emotional intelligence in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- emotional intelligence background material and workplace strategies
- case studies and workplace scenarios to capture the range of situations likely to be encountered where the use of emotional intelligence is relevant

Where and how to

Valid assessment of this unit requires:

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and using emotional intelligence, including coping with difficulties, irregularities and breakdowns in routine
- development and use of emotional intelligence in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<p><i>Emotions</i> may include:</p>	<ul style="list-style-type: none"> • anger • anxiety • apathy • apprehension • caring • confidence • depression • elation • enthusiasm • excitement • fear • happiness • inadequacy • joy • nervousness • over-confidence • pride • stress • under-confidence • unhappiness
<p><i>Emotional intelligence</i> is:</p>	<ul style="list-style-type: none"> • widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions • characterised by: <ul style="list-style-type: none"> • self-awareness (personal) • self-management (personal) • social awareness (social) • relationship management (social)
<p><i>Development of emotional intelligence</i> may include:</p>	<ul style="list-style-type: none"> • mentoring • shadowing • coaching • training • simulation

Unit Sector(s)

Not applicable.

Competency field

Working in Government.