



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV301B Work effectively in the organisation

Revision Number: 3

PSPGOV301B Work effectively in the organisation

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 requirements for working effectively in a public sector organisation with a focus on self-management. It includes evaluating and developing your own expertise, identifying career options, working within the organisational structure and culture, and managing your own work. It does not cover working with others. This is addressed in the unit *PSPGOV302B Contribute to workgroup activities*.

In practice, working effectively occurs in the context of other generalist and specialist public sector work activities, such as acting ethically, using resources, organising information, maintaining workplace safety, complying with legislation etc.

This is one of 5 units in the *Working in Government and Management* Competency Fields that deal with work effectiveness/career management. Related units are:

- PSPGOV201B Work in a public sector environment
- PSPGOV310A Work in and with small, regional and remote organisations
- PSPGOV410A Undertake career planning
- PSPGOV510A Undertake and promote career management
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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. Evaluate and develop own expertise

- 1.1 Self-assessment of *work-related competencies* is made by reflecting on own workplace experience and training, and from monitoring feedback on performance in the workplace.
- 1.2 Research is undertaken to identify possible careers and compare the requirements of these careers with current skill base and development opportunities available within the organisation and across the public sector.
- 1.3 Areas requiring competency development are *identified* by comparing current competencies with the competency requirements of current or anticipated duties.
- 1.4 Personal learning goals are set and progress towards them monitored.
- 1.5 Potential *competency recognition or development opportunities* are identified and accessed in accordance with organisational policy and procedures.
- 1.6 *Records* of competency development are maintained and work-related competencies and experience are conveyed to *relevant people* as required.

2. Work within the organisational structure and context

- 2.1 A comprehensive knowledge of the *organisation's structure and functioning* is developed and utilised in accordance with *legislation, policy and procedures*.
- 2.2 An understanding of the organisation's *context* is developed and *used*.
- 2.3 The *work unit's position* in the organisational structure is identified, its relationship with other organisational work units examined and any *protocols/difficulties/special requirements* determined.
- 2.4 The contribution of the work role and the work unit to the organisation's vision, goals and outcomes is identified and confirmed.
- 2.5 Work is undertaken in a manner that has regard for the workgroup position and the organisation's structure, functioning, culture and vision.

3. Manage own work

- 3.1 Individual work goals are identified, clarified and prioritised in accordance with the organisation's requirements.
- 3.2 *Risks* to the achievement of personal work outcomes are identified and managed in accordance with organisational risk management requirements.
- 3.3 Work strategies are selected with regard to applicable *work parameters*.
- 3.4 Progress with work is monitored relative to set goals, strategies and outcomes.
- 3.5 Work goals are achieved and work plans revised to attend to

ELEMENT**PERFORMANCE CRITERIA**

ongoing or new responsibilities.

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:

- undertaking self-reflection
- communicating with diverse audiences including discussion of competency recognition or development needs
- responding to diversity, including gender and disability
- presenting/reporting information to others
- planning and time management
- reading and interpreting materials such as organisational materials, competencies, position descriptions, work instructions, reports
- writing including work plans, curriculum vitae, records, reports, referrals
- using numeracy skills to manage time and undertake mathematical tasks embedded in information or instructions
- applying equal employment opportunity, equity and diversity principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work in the public sector
- competency requirements of current duties
- principles of career planning/development and taking responsibility for own learning and development
- self-assessment techniques
- alternative work strategies
- range of learning and development strategies
- the organisation's risk management procedures
- public sector legislation such as occupational health and safety and environment in the context of a public sector work environment

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:
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV303B Build and maintain internal networks
 - PSPGOV305B Access and use resources and financial systems
 - PSPGOV306B Implement change
 - PSPGOV307B Organise workplace information
 - PSPGOV308B Work effectively with diversity
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety

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
- effective work performance 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
- case studies and workplace scenarios to capture the range of situations likely to be encountered in a public sector workplace

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working effectively in the organisation, including coping with difficulties, irregularities and breakdowns in routine
- effective work performance 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
- portfolios
- questioning
- scenarios
- 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>Work-related competencies</i> may include:</p>	<ul style="list-style-type: none"> • competencies as defined in the Public Sector Training Package • competencies as specified in other relevant Training Packages • enterprise competency standards • qualifications relevant to work responsibilities • essential knowledge and skills specified in position descriptions
<p>Competencies may be <i>identified</i> through:</p>	<ul style="list-style-type: none"> • self-assessment/self-identification • colleagues • supervisors • workplace mentors • counsellors • educational programs • specialist services for specific individual needs, such as disability, Aboriginal, language, literacy, numeracy
<p><i>Competency recognition or development opportunities</i> may include:</p>	<ul style="list-style-type: none"> • recognition of prior learning/recognition of current competencies • formal campus-based training • workplace learning • workplace-based training • work experience • conference and seminar attendance • peer support • mentoring • coaching • acting positions • new positions
<p><i>Records</i> may include:</p>	<ul style="list-style-type: none"> • reports of achievement • curriculum vitae • training record books • job applications
<p><i>Relevant people</i> may include:</p>	<ul style="list-style-type: none"> • colleagues/team members • supervisors or managers • clients
<p><i>Organisational structure and functioning</i> may</p>	<ul style="list-style-type: none"> • organisational hierarchy • teaming

include:	<ul style="list-style-type: none">• policies• products• services• clients/customers
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<i>Legislation, policy and procedures</i> may include:	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation and regulations such as: <ul style="list-style-type: none"> • public sector management acts • privacy legislation • equal employment opportunity, anti-discrimination and harassment legislation • occupational health and safety legislation. • environmental legislation • ethics and accountability standards • public sector standards • organisational policy, procedures and protocols • international legislation/codes of behaviour
<i>Organisational context</i> may encompass:	<ul style="list-style-type: none"> • goals • objectives • mission • values • ethos • politics • culture • social ethic
<i>Using</i> knowledge of organisational culture may include:	<ul style="list-style-type: none"> • to determine the importance of work requirements • to adjust working style and outcomes • to support the organisation's values/ethos • to interpret directions in light of political reality
<i>Position of the work unit</i> may include:	<ul style="list-style-type: none"> • position in a hierarchy • number of reporting levels • seniority of work unit head • branch of an agency/department • country branch • small/regional/remote branch
<i>Protocols/difficulties/special requirements</i> may include:	<ul style="list-style-type: none"> • 'head office' syndrome that develops between remote branches and head office • time for decisions to be made (in hierarchy) • amount of autonomy of work unit • practicality of delegations • approval processes • role ambiguity between work units
<i>Risks</i> may include:	<ul style="list-style-type: none"> • local level/self issues which can be controlled • time wasters • misuse of equipment • personal stress

Work parameters may include:	<ul style="list-style-type: none">• productivity• flexibility• quality• opportunities• risks• timeframes• organisational structure• constraints• contingencies• support or equipment needed
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Unit Sector(s)

Not applicable.

Competency field

Working in Government.