PSPGOV302B Contribute to workgroup activities

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 contributing as a workgroup member and assisting with support, learning and development for others in achieving workgroup goals. It includes the establishing workgroup parameters, participating in the workgroup, assisting in learning and development and assisting workgroup members.

The competency to manage and complete your <u>own</u> work to the required standard is not covered. This is addressed in *PSPGOV301B Work effectively in the organisation*.

In practice, contributing to workgroup activities may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, assisting with scientific technical support, undertaking basic procurement, working safely, 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:

- PSPGOV404B Develop and implement work unit plans
- PSPGOV511A Provide leadership
- PSPGOV516A Develop and use emotional intelligence
- 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. **Establish workgroup parameters**	1.1 Roles, responsibilities and professional working relationships in the ***workgroup*** are identified and clarified as necessary.
	1.2 Individual differences within the workgroup are identified and valued.
	1.3 Emotional triggers for self and others are identified and clarified to assist in the ***management of emotional responses*** to work issues.
	1.4 The varying cultural expressions of ***emotion*** are identified and utilised to respond to emotional cues within a diverse workgroup.
2. **Participate in the workgroup**	2.1 Workgroup tasks are ***negotiated*** in accordance with individual strengths, personal preferences or development needs.
	2.2 Cooperation is demonstrated with others in the workgroup.
	2.3 Knowledge is shared with the group in accordance with ***legislation, policy and procedures***, in order to complete tasks.
	2.4 Communication language/style is selected and used to take account of the task requirements and diversity of workgroup members.
	2.5 Constructive contributions are made to workgroup goals.
	2.6 Conflict/problems are addressed and resolved through discussion in the workgroup or referred in accordance with organisational policy and procedures.
3. **Assist workgroup members**	3.1 Support is provided to workgroup members to achieve goals.
	3.2 Assistance is provided on routine tasks as required.
	3.3 Professional working relationships are maintained with colleagues.
	3.4 Assistance with on-the-job ***learning and development*** is provided as required.

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:

- communicating with diverse audiences including conflict resolution, coaching, negotiation, self-assessment
- planning
- applying time management
- reading and interpreting materials such as organisational materials, work instructions, reports, letters, notes, emails
- writing including work plans, records, reports, information
- numeracy to manage time and undertake mathematical tasks embedded in information or instructions
- using technology
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work in the public sector
- equal employment opportunity, equity and diversity principles
- principles of emotional intelligence and its application to working in a group
- group dynamics
- self-managed workgroups
- roles and leadership styles in a workgroup
- range of learning and development strategies
- 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 <u>must</u> be achieved <u>prior</u> to this unit:*Nil*
	• *Co-requisite* units that <u>must</u> be assessed <u>with</u> this unit:*Nil*
	• *Co-assessed units* that <u>may</u> 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
	• PSPGOV301B Work effectively in the organisation
	• 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
	• PSPGOV312A Use workplace communication strategies
	• PSPGOV313A Compose workplace documents
	• PSPGOV314A Contribute to conflict management
	• PSPGOV315A Give and receive workplace feedback
	• 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
	• contribution to workgroup activities 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 workgroup situations likely to be encountered in the public sector
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 contributing to workgroup activities, including coping with difficulties, irregularities and breakdowns in routine • contribution to workgroup activities 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
- 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.

Workgroup may include:	• formal and informal work units • directed or self-directed teams
Management of emotional responses may be:	• emotional intelligence, 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: • self-awareness (personal) • self-management (personal) • social awareness (social) • relationship management (social)
Emotions may include:	• anger • anxiety • apathy • apprehension • caring • confidence • depression • elation • enthusiasm • excitement • fear • happiness • inadequacy • joy • nervousness • over-confidence • pride • stress • under-confidence • unhappiness
Negotiation may include:	• effective listening • questioning • verbal and non-verbal communication

	- culturally appropriate strategies - constructive feedback - issues identification - exploring options - identifying areas of agreement - recording agreements
Legislation, *policy and procedures* may include:	- State/Territory and Commonwealth legislation and regulations such as: - public sector management acts - privacy legislation - equal employment opportunity, anti-discrimination and harassment legislation - equity and diversity - racial tolerance - occupational health and safety legislation. - ethics and accountability standards - public sector standards - organisational policy, procedures and practices - organisational and public sector protocols - international legislation/codes of behaviour
Learning and development may include:	- formal internal and external courses - on-the-job learning - work experiences and assignments - placement at level and higher duties - self-paced multimedia learning - assisted formal study - conference and seminar attendance - induction and orientation

Unit Sector(s)

Not applicable.

Competency field

Working in Government.