



**Australian Government**

**CPPCMN4009A Develop team  
understanding of and commitment to  
sustainability**

**Release: 2**

# **CPPCMN4009A Develop team understanding of and commitment to sustainability**

## **Modification History**

ISC upgrade - formatting corrections only

## **Unit Descriptor**

### **Unit descriptor**

This unit of competency specifies the outcomes required to develop and support team members to build their understanding of and commitment to the principles and practices associated with sustainability.

The unit describes the skills and knowledge required to support businesses in adopting sustainable practices and policies that go beyond meeting mandated requirements to harnessing opportunities.

The ability to lead and motivate a team and to develop and use coaching, mentoring and learning strategies that bring about organisational and cultural change are required.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

## **Application of the Unit**

### **Application of the unit**

This unit of competency supports individuals responsible for leading team members in a business committed to economic, social and environmental sustainability.

## **Licensing/Regulatory Information**

Refer to Unit Descriptor

## Pre-Requisites

**Prerequisite units** Nil

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. **Support the building of skills to reflect sustainability principles.**
  - 1.1 Purpose, benefits and practices of *sustainability* are *researched* and analysed.
  - 1.2 Government policies and incentives regarding the implementation of sustainable business practices are accessed and reviewed.
  - 1.3 Current organisational strategies, policies and procedures regarding the implementation of sustainable practices are accessed and reviewed.
  - 1.4 Information is gathered on existing staff skills, knowledge and behaviours in relation to sustainability, and *gaps* are identified, within organisational policies and guidelines.
  - 1.5 Contribution is made to the development and documentation of a strategy to build required staff skills and understanding of the purpose, benefits and practices of sustainability.
2. **Support the implementation of sustainable practices.**
  - 2.1 Organisational goals and objectives related to sustainability are communicated to staff.
  - 2.2 Individuals and teams are provided with guidance to establish goals, responsibilities and *performance indicators* related to sustainability, within organisational policies and guidelines.
  - 2.3 Support is provided to individuals and teams to enhance performance and achievement of organisation's goals, including effective implementation of sustainability processes, policies and procedures.
  - 2.4 Performance is managed in line with organisational and legal requirements.
3. **Lead the team effectively.**
  - 3.1 Updates on the organisation's plans and approach to the implementation of sustainability processes are communicated to staff using effective and open communication channels.
  - 3.2 Staff are coached and mentored to develop understanding of sustainability issues and improve the implementation and performance of workplace processes.
  - 3.3 Effective strategies to facilitate team growth and increase *motivation* are developed, trialled and implemented.
  - 3.4 Outcomes of sustainability initiatives in the workplace are communicated and effective performance is recognised and supported within organisational policies

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	and guidelines.
<b>4. Contribute to staff development needs.</b>	4.1 Current and future staff development needs related to sustainability are identified and documented within organisational policies and guidelines. 4.2 Staff members are provided with <i>opportunities</i> to develop skills and knowledge related to sustainability. 4.3 Training and development needs of staff are accounted for in relevant budgets and operational plans.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- change-management skills to respond to new opportunities and implement sustainable business solutions
- coaching and mentoring skills to:
  - create a supportive environment for discussion
  - listen actively
  - provide constructive feedback
  - model positive behaviour
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - consult with individuals and work team
  - read and interpret documentation
  - report against identified performance indicators
  - seek and receive feedback
  - review budgets to ensure sufficient training allocation
- initiative and enterprise skills to build and lead teams

#### Required knowledge

- concepts and models of sustainability
- concepts and models of team leadership
- organisational policies and procedures related to sustainable practices
- strategies, tools and products to support sustainable practices
- adult learning and development principles and processes
- legislative and regulatory requirements related to sustainability and OHS

## **REQUIRED SKILLS AND KNOWLEDGE**

- techniques for identifying training needs
- theories of motivation

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment** This unit of competency could be assessed by observing at least two instances of the implementation and monitoring of integrated economic, social and environmental sustainability policies and procedures in an organisation.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit** A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- research and identify good workplace practices and programs that support improved sustainability
- lead and motivate a team
- put in place staff development strategies that build workplace performance related to sustainability.

**Context of and specific resources for assessment** Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- relevant legislation, standards and guidelines
- workplace documentation and personnel
- reports from other parties involved in the process of identifying and implementing improvements.

**Method of assessment** Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

This unit could be assessed on its own or in combination with

other units relevant to the job function.

### **Guidance information for assessment**

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

## **Range Statement**

### **RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Sustainability*** is broadly defined as having three separate but inter-related components with characteristics including:

- economic sustainability, demonstrated by:
  - cost-effective use of resources
  - ensuring costs of 'green' solutions are properly accounted for and recovered
  - growing market share by appealing to socially aware customers
  - purchasing locally to reduce transport costs
  - seeking to participate in government schemes that reward or fund sustainable operations
- social sustainability, demonstrated by:
  - building community involvement
  - communicating benefits of sustainable products and services to customers
  - purchasing locally and using local and community-based products and services
  - using 'fair trade' products
- environmental sustainability, demonstrated by:
  - efficient use of resources
  - eliminating hazardous and toxic materials



- identifying strategies to offset or mitigate environmental impacts, such as purchasing carbon credits
- making more efficient use of energy
- maximising opportunities to re-use and recycle materials
- preventing and minimising risks and maximising opportunities, such as use of solar or other alternative forms of energy where appropriate
- purchasing renewable energy
- reducing emissions of greenhouse gases
- reducing use of non-renewable resources
- waste reduction.

**Research** data may be sourced from:

- 'think tanks' and research houses
- industry associations
- primary research, such as surveys and focus groups
- publicly available data, such as Australian Bureau of Statistics (ABS)
- regional economic development plans
- secondary research, such as national and international literature searches.

**Gaps** in the skills, knowledge and behaviours of staff:

- may arise as a result of:
  - changes to work practices and processes
  - introduction of new technologies or software applications
- may be identified through:
  - customer feedback
  - feedback from performance reviews
  - individual staff requests for training
  - observation of workplace practices
  - staff survey
  - training needs analysis.

**Performance indicators** may include:

- benchmarks achieved against external certification process requirements
- costs measured against performance targets
- level of:
  - recycling achieved
  - reduction of waste
  - response to marketing and communication strategies
- sales achieved measured against performance targets.

**Motivation** of staff may

- David C. McClelland's theories of achievement

be understood by reference to theories, including:

motivation

- Herzberg's motivation theory
- Maslow's hierarchy of needs
- Theory X
- Theory Y.

*Opportunities* for skill development may include:

- 'buddy' systems
- coaching
- job rotation
- mentoring
- participation in structured training
- structured and specific feedback and work instruction.

## **Unit Sector(s)**

**Unit sector**

Common

## **Competency field**

**Competency field**