Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV519A Manage performance

Revision Number: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

PSPGOV519A Manage performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers supervision and performance management in accordance with the organisation's performance management system. It includes linking individual/workgroup activities to organisational goals, setting performance expectations, measuring performance achievements, and renegotiate performance and development plans.
	In practice, performance management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, leading a group, managing projects, supervising inspections, benchmarking performance, etc.
	This is one of 4 units in the *Working in Government* and *Management* Competency Fields that deal with performance. Related units are:
	PSPGOV315A Give and receive workplace feedback PSPGOV416A Monitor performance and provide feedbackPSPMNGT603B Facilitate people management
	This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills   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 *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Link individual/workgroup activities to organisational goals**	1.1 The organisation's mission, vision and goals are identified, linked and explained in accordance with each individual's needs
	1.2 Individual and *workgroup* activities are aligned with organisational goals in consultation with workgroup members
	1.3 Individual and workgroup activities are prioritised in accordance with *organisational directions*
2. **Set performance standards expectations**	2.1 *Performance standards* are identified and clarified in accordance with organisational policy and procedures
	2.2 Performance standards are consulted upon, negotiated and agreed
	2.3 Performance and learning/development plans are developed and agreed, to document team and individual performance targets, standards and professional development objectives
	2.4 Performance targets and key performance indicators are developed that are specific, realistic and measurable
	2.5 Performance plans are implemented in accordance with organisational requirements
3. **Measure performance achievements**	3.1 Individual performance is monitored, *appraised* and measured against performance goals and required business outcomes
	3.2 Performance is assessed and addressed in a fair and timely manner in accordance with *legislation*, *policy and procedures*
	3.3 Disagreement or conflict is managed and documented in accordance with organisational policy and procedures
	3.4 Where possible, outstanding performance is recognised/rewarded in accordance with organisational policy and procedures
	3.5 Under-performance is addressed promptly in accordance with organisational guidelines, procedures and the principles of natural justice
	3.6 Areas/strategies for improvement are identified and implemented to continuously improve performance and outcomes
4. **Renegotiate**	4.1 The results of performance management are documented in

ELEMENT	PERFORMANCE CRITERIA
performance and learning/ development plans	accordance with legislative and organisational requirements and used to identify strengths and performance gaps
	4.2 Learning is captured to inform knowledge management strategies and transfer skills to other staff
	4.3 Performance standards are renegotiated and agreed in accordance with organisational procedures
	4.4 *Learning and development* objectives are identified and agreed to enhance performance and meet developing organisational and workgroup goals
	4.5 Agreed performance standards and related professional development are documented in accordance with organisational policy and procedures

Required Skills and Knowledge

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 performance management
- giving feedback on performance
- maintaining confidentiality
- communicating with a diverse workforce including listening, questioning, clarifying, negotiating and managing conflict
- responding to diversity, including gender and disability
- identifying future learning and development requirements
- applying time management
- recordkeeping
- applying procedures relating to occupational health and safety and environment in the context of performance management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to performance management such as:
- equal employment opportunity
- grievance procedures
- disciplinary procedures
- code of conduct
- privacy legislation
- freedom of information.
- organisation's performance management system
- organisation's learning and development system
- impact of learning and development opportunities on performance
- remuneration systems
- equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of performance management

Evidence Guide

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* unitsthat <u>must</u> be achieved <u>prior</u> to this unit:*Nil* • *Co-requisite* unitsthat <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: PSPETHC501B Promote the values and ethos of public service PSPGOV505A Promote diversity PSPGOV507A Undertake negotiations PSPGOV508A Manage conflict PSPGOV511A Provide leadership PSPGOV512A Use complex workplace communication strategies PSPGOV516A Develop and use emotional intelligence PSPGOV518A Benchmark performance PSPLEGN501B Promote compliance with legislation in the public sector PSPOHS501A Monitor and maintain 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 • performance management 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 performance management

EVIDENCE GUIDE

- performance management processes
- access to previous performance assessments
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing performance

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 managing performance, including coping with difficulties, irregularities and breakdowns in routine
- performance management 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 a combination of 2 or more of:

- demonstration
- observation
- portfolios
- 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

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 *italics* in the Performance Criteria is explained here.

Workgroup may include	• an existing team • group formed for a special purpose or project • business unit
Organisational directions may relate to	• strategic plan • business plan • operational plan • sector-wide requirements • organisational capability framework • succession planning
Information affecting the workgroup/organisation may include	• legislation • plans • industrial awards and agreements • organisation policies, plans, procedures and protocols • performance management system • quality standards • efficiency indicators • capability frameworks • leadership capabilities • standards/conditions outlined in performance contracts
Performance standards may include	• selection criteria • best practice standards • quality standards • organisational practice standards • competencies • service level standards • standards in codes of ethics/conduct/confidentiality

RANGE STATEMENT

- standards in legislation/regulations/policy/guidelines
- agreed goals and outcomes at workgroup (business) and organisation (strategic) level

Appraisal processes may include

- 360Â° feedback
- performance data
- supervisor/employee feedback
- peers
- client/customer feedback
- assessor feedback
- evaluation of job position statement against current job role
- validation feedback
- feedback from subject matter experts
- results of training needs analyses for workgroup/individual
- previous performance and development plans with agreed goals

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- freedom of information
- equal employment opportunity, anti-discrimination and harassment legislation
- employment legislation
- occupational health and safety legislation.
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols
- international legislation/codes of behaviour
- enterprise bargaining agreements
- award conditions/requirements
- strategic and business plans

Learning and development opportunities may include

- formal course participation
- on-the-job training
- work experience
- staff exchanges
- mentoring

RANGE STATEMENT

- coaching
- external study
- conference and seminar attendance
- induction
- job rotation
- higher duties
- work shadowing opportunities

Unit Sector(s)

Not applicable.

Competency field

Competency field   Working in Government