



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV604A Foster leadership and innovation

Revision Number: 3

PSPGOV604A Foster leadership and innovation

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 competency to foster leadership and innovative work practices in others. It includes providing a model of innovative practice, organising workgroups to develop innovation and leadership, organising work assignments to facilitate innovation, supporting workgroup to develop leadership and innovation, monitoring innovation and leadership development and providing feedback on innovation and leadership development.

In practice, fostering leadership and innovation may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy, managing projects, etc.

This is one of 6 units of competency in the *Working in Government* Competency Field that deal with working with others.

Related units are:

- PSPGOV302B Contribute to workgroup activities
- PSPGOV404B Develop and implement work unit plans
- PSPGOV511A Provide leadership
- PSPGOV516A Develop and use emotional intelligence
- PSPMNGT701B Provide strategic direction

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

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|---|--|
| <p>1. Provide a model of innovative practice</p> | <p>1.1 The value placed by the organisation on leadership and <i>innovation</i> is promoted and reinforced.</p> <p>1.2 Effective leadership styles and the use and benefits of innovative work practices within workgroups are identified and shared with workgroup members.</p> <p>1.3 Effective leaders reflective of a range of leadership styles are identified and workgroup members are provided with opportunities to learn from them.</p> <p>1.4 Innovative work practices are modelled and <i>encouraged</i> in the workgroup.</p> <p>1.5 <i>Barriers to innovation</i> are identified and addressed with the workgroup.</p> |
| <p>2. Organise workgroups to develop innovation and leadership</p> | <p>2.1 Performance requirements for the workgroup are analysed.</p> <p>2.2 <i>Information</i> is gathered about workgroup members in accordance with <i>legislation, policy and procedures</i>.</p> <p>2.3 Strengths and weaknesses of individual workgroup members are identified in a manner that takes account of cultural and individual differences.</p> <p>2.4 Workgroup roles are assigned to match individual capacities and leadership styles to work requirements.</p> <p>2.5 Selection and assignment of workgroup members is made to foster sharing of ideas.</p> |
| <p>3. Organise work assignments to facilitate innovation</p> | <p>3.1 Work is structured and allocated to support rather than hamper innovation.</p> <p>3.2 Work assignments are communicated to workgroup members in ways that encourage and reinforce workgroup-based innovation.</p> <p>3.3 Tasks and activities are allocated to ensure the best use of workgroup skills.</p> <p>3.4 Timeframes and resources that allow for innovation are included in work assignments.</p> |
| <p>4. Support workgroup to develop leadership and innovation</p> | <p>4.1 Workgroup members are encouraged to work collaboratively on work assignments.</p> <p>4.2 Workgroup members are encouraged to share work information, knowledge and experiences in their day-to-day work.</p> <p>4.3 Workgroup members are encouraged to seek <i>external stimuli and knowledge</i> and to set up and maintain networks that support the development of leadership and innovation.</p> <p>4.4 <i>Guidance</i> is provided to workgroup members in ways suited to their current knowledge and experience on the use of innovation skills.</p> <p>4.5 Workgroup members are encouraged to take a leadership role at different times throughout work assignments in accordance with their strengths or development needs.</p> |

ELEMENT	PERFORMANCE CRITERIA
5. Monitor innovation and leadership development	<p>4.6 Workgroup members are coached to ensure they have the enabling skills to underpin the development of leadership and innovation skills.</p> <p>5.1 Workgroup members are actively encouraged to reflect on <i>activities</i> and opportunities for innovation.</p> <p>5.2 Workgroup activities are <i>evaluated</i> based on feedback from workgroup members, management, clients and other interested people.</p> <p>5.3 Suggestions for work improvements made by workgroup members are encouraged and implemented in line with organisational requirements.</p> <p>5.4 Reviews of the application of innovation and leadership skills are recorded and presented as required.</p> <p>5.5 The development process is reviewed and both positive and negative outcomes are discussed and constructively analysed.</p>
6. Provide feedback on innovation and leadership development	<p>6.1 Feedback from review processes is discussed within the group and used to inform future innovation and leadership planning.</p> <p>6.2 Different <i>leadership styles</i> and their value in providing inspiration or closure at various points in the innovative process are acknowledged.</p> <p>6.3 Successful innovations are <i>celebrated</i> in accordance with organisational policy and procedures.</p> <p>6.4 Problems in the use of innovation skills are discussed and resolved in a constructive way.</p>

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
- providing leadership and delegation
- applying innovation in own work
- communicating with a diverse workforce including listening, giving and receiving feedback and conflict resolution
- mentoring and motivating others
- undertaking evaluation
- matching staff competence to task requirements
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of fostering leadership and innovation

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector
- innovation and its application in the workplace
- leadership principles
- techniques for evaluating performance
- group dynamics
- mentoring and learning principles
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment and sustainability practices in the context of fostering leadership and innovation

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:
 - PSPETHC601B Maintain and enhance confidence in public service
 - PSPGOV602B Establish and maintain strategic networks
 - PSPGOV605A Persuade and influence opinion
 - PSPMNGT602B Manage resources
 - PSPMNGT604B Manage change
 - PSPMNGT605B Manage diversity
 - PSPMNGT608B Manage risk
 - PSPMNGT609B Formulate business strategies
 - PSPMNGT613A Develop partnering arrangements
 - PSPMNGT615A Influence workforce effectiveness
 - PSPLEGN601B Manage compliance with legislation in the public sector

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
- leadership and innovation fostered 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 when fostering leadership and innovation

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 fostering leadership and innovation,

including coping with difficulties, irregularities and breakdowns in routine

- leadership and innovation fostered 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
- 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

<p>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 <i>bold italics</i> in the Performance Criteria is explained here.</p>	
<p><i>Innovation</i> is:</p>	<ul style="list-style-type: none"> • the capacity to come up with and develop new ideas or the new use of an old idea • conceptualisation • generation of ideas • risk taking • interpretation • collaboration • representation • reflection • evaluation.
<p><i>Encouraging</i> innovation may include:</p>	<ul style="list-style-type: none"> • providing supportive communication • allowing follow through with ideas • providing enough but not too much guidance and structure • providing training and learning opportunities • encouraging risk taking • providing time and resources
<p><i>Barriers to innovation</i> may include:</p>	<ul style="list-style-type: none"> • conservative organisational culture • risk averse rather than risk management approaches • lack of time and resources available to assess the impact of possible innovations
<p><i>Information</i> about team members may include:</p>	<ul style="list-style-type: none"> • work preferences • past jobs • interests • working styles • lifestyle preferences • skills and expertise
<p><i>Legislation, policy and procedures</i> may include:</p>	<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 • financial management acts • privacy legislation • equal employment opportunity, anti-discrimination and harassment legislation • occupational health and safety legislation

	<ul style="list-style-type: none">• consumer legislation• environment legislation• sustainability practices• risk management guidelines• ethics and accountability standards• public sector standards• fraud control standards• government security standards• organisational policy, procedures and protocols• work agreements
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<i>External stimuli and knowledge</i> might come from:	<ul style="list-style-type: none"> • technical experts • other organisations • fellow team members • life experience • journals • the Internet • networks
<i>Guidance</i> may include:	<ul style="list-style-type: none"> • action learning • coaching • mentoring • counselling • skills training • modelling
Work <i>activities</i> that can benefit from innovation may include:	<ul style="list-style-type: none"> • products • processes • services • systems • tools • work practices in all fields of work
<i>Evaluation</i> may include:	<ul style="list-style-type: none"> • feedback from team members or other staff • feedback from clients or work-based managers • work related statistics and reports
<i>Leadership styles</i> may include:	<ul style="list-style-type: none"> • capacity to: <ul style="list-style-type: none"> • delegate • think laterally • communicate • trust team members • capacity to be: <ul style="list-style-type: none"> • open-minded • fair • responsible • collaborative • inspirational • reflective • empathetic • equitable • visionary
Innovation may be <i>celebrated</i> through:	<ul style="list-style-type: none"> • positive feedback from fellow staff and clients • presentation to peers and higher management • articles in newsletters

	<ul style="list-style-type: none">• improved work practices
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Unit Sector(s)

Not applicable.

Competency field

Working in Government.