



Australian Government

Department of Education, Employment and Workplace Relations

PUATEA005A Manage own professional performance

Revision Number: 2

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Modification History

| Release | TP version | Comments |
|---------|------------|-----------------------|
| 2 | PUA12 V1 | Layout adjusted. |
| 1 | PUA00 V8.1 | First release on TGA. |

Unit Descriptor

This unit covers the competency required to effectively manage one's own professional performance, and to perform ethically and with the integrity required to ensure the public's confidence.

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

Application of the Unit

This unit was developed for personnel working within a public safety environment. Individuals must operate within laws and organisational policies and procedures but often work in dangerous and fluid environments where they are required to act independently and manage their own performance.

This unit is applicable to any individual in the workplace where the principles of own professional management apply.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Model high standards of personal performance, ethics and integrity | 1.1 <i>Own performance</i> standards consistently serve as a role model for others. 1.2 Personal and professional integrity is maintained to engender confidence and respect. 1.3 Commitment to applicable laws and organisational policies, procedures and objectives is constantly demonstrated. 1.4 Breaches of organisational Codes of Ethics and/or practice are recognised and reported in required manner. |
| 2. Review and monitor own performance | 2.1 Required personal and <i>professional performance standards</i> are identified and acknowledged. 2.2 <i>Self-assessment and reflection</i> are regularly used to <i>monitor performance</i> against established standards and to accurately identify personal strengths and weaknesses. 2.3 Formal and informal performance feedback is regularly sought and acted upon appropriately. 2.4 Tasks are carried out to achieve outcomes sought and to minimise resource usage. |
| 3. Develop and maintain ongoing personal competence | 3.1 Currency of relevant professional operational competencies is maintained. 3.2 Personal development strategies are identified, planned and implemented, and results are evaluated. 3.3 New organisational developments are identified and the associated knowledge and skills are identified, acquired and applied. |
| 4. Manage personal work priorities | 4.1 Jobs/tasks are prioritised and undertaken in accordance with team goals. 4.2 Competing demands are assessed and organised within time constraints to achieve individual, team and organisational priorities. 4.3 Operational and self development needs are balanced within the work environment. |
| 5. Assist and support other personnel | 5.1 Informative and constructive feedback is provided to other personnel in a positive manner. 5.2 Interaction with others promotes a productive and harmonious work environment. 5.3 Encouragement, <i>support and advice</i> is provided to personnel as required. |
| 6. Maintain physical and emotional health | 6.1 Levels of personal physical and emotional health are routinely monitored and appropriately managed. |

ELEMENT**PERFORMANCE CRITERIA**

6.2 Support is sought where required to enable identification and implementation of positive alternatives to personal problems.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- deal with and effectively respond to issues/events that challenge professional ethics
- maintain consistently high levels of personal presentation (such as dress code, mannerisms, respectfulness)
- maintain consistently high levels of 'professional ethics and integrity' in all work practices and dealings with the community
- maintain personal health and stress at a level that will enable optimum operational performance
- plan and implement personal improvement plans
- recognise, accurately assess and acknowledge personal strengths and weaknesses
- report breaches of integrity and behaviour to appropriate authorities
- seek out and respond effectively to feedback related to personal performance

Required Knowledge

- acceptable/non-acceptable behaviour and practices
- cultural awareness
- factors pertaining to job roles that affect/impact on personal health and stress
- internal/external professional support and development mechanisms
- internal procedures for dealing with breaches of professional ethics
- methods for assessing/reviewing personal performance and for planning and implementing effective personal improvement strategies
- organisational policies and procedures (such as legislation relevant to the operation/incident/response; legislation relevant to the organisation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- professional integrity and behaviour standards
- relevant organisational Codes of Practice/Ethics
- team dynamics and its impacts on personal work performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- consistently maintain professional performance standards

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time and under a range of various operational conditions.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment according to the workplace environment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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 in the Performance Criteria is detailed below.

Own performance in the context of this unit may include:

Professional performance standards:

Self-assessment and reflection may include:

Monitoring own performance against established personal and organisational performance requirements may include:

Strategies for improvement may include:

- integrity and behaviour in relation to that expected and implied within organisational stated codes of ethics/practice
- professional ethics
- statements of values, law, policy and procedures
- are those personal and technical attributes and skills required to undertake the day-to-day tasks and duties of the incumbent's role, to the required workplace performance level
- regularly reviewing own performance against established service standards and own personal professional goals and standards
- seeking formal and informal feedback, in written and/or verbal formats
- colleagues
- formal/informal organisational initiated performance appraisals
- human resource personnel, family and other relevant community members, etc.
- identifying personal strengths/weaknesses/issues to be addressed
- monitoring supervised staff, colleagues and/or team staff morale
- obtaining feedback from supervisors
- personal reflective behaviour strategies/methodologies
- subordinates
- developing/implementing a personal/professional improvement program, either internal or external to the organisation including such things as:
 - adapting work rotation to facilitate changing personal/work priorities
 - cultural awareness
 - developing improved interpersonal/technical skills
 - establishing new career paths internal or external to the organisation
 - formal/informal learning programs
 - seeking coaching, mentoring, counselling from

Support and advice may include:

- appropriate personnel to overcome identified limitations
- updating stress management abilities
- utilising existing strengths to focus future career development
- acting as a field supervisor
- acting as a role model/mentor
- assisting in induction
- formal and informal socialisation
- participating in a formal assessment program

Unit Sector(s)

Not applicable.