



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUVICS06B Create an innovative work environment**

**Release: 1**

## CUVICS06B Create an innovative work environment

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Unit descriptor</b> | <p>This competency standard covers the skills and knowledge required to create a workplace environment that enables and supports the application of innovative practices within the cultural industries. This may include such areas as museums, galleries, community arts facility, theatres, venues, design studio, on-site photo shoot, film shoot, artist- run studio, special event venue, conference organisers and so on.</p> <p>The work environment includes all aspects of the workplace including working conditions and practices, management practices, physical layout and training and education.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
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### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Application of the unit</b> | <p>This unit relates to management-level jobs in any work context within the cultural industries. It is particularly applicable to managers of small businesses or business units or departments within larger organisations. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.</p> |
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### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

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| <b>Prerequisite units</b> |  |  |
|                           |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
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| 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. |
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## Elements and Performance Criteria

| ELEMENT                                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Implement work practices and procedures to support innovation       | <p>1.1. <b>Working conditions</b> are established which encourage the application of <b>innovation</b> in the workplace.</p> <p>1.2. Processes are implemented to maximise the use of <b>innovation @ work skills</b>.</p> <p>1.3. <b>Workplace procedures</b> are introduced and maintained to foster the <b>application</b> of innovation in the workplace.</p> <p>1.4. <b>Collaborative work arrangements</b> are facilitated to foster innovation.</p> |
| 2. Implement management practices to support innovation                | <p>2.1. The development of new ideas is actively supported and guided.</p> <p>2.2. All ideas are positively received and constructive advice provided.</p> <p>2.3. Relationships based on mutual respect and trust are established and maintained between management and staff.</p> <p>2.4. Innovative work practice is exemplified in the way management approaches work and team responsibilities.</p>                                                   |
| 3. Promote innovation in the workplace                                 | <p>3.1. Staff's suggestions, improvements and innovations are acknowledged.</p> <p>3.2. Innovation is <b>celebrated and promoted</b> by appropriate means.</p> <p>3.3. The value placed by management on innovation is promoted and reinforced, in spite of the potential risks.</p>                                                                                                                                                                       |
| 4. Create a physical environment which supports innovation             | <p>4.1. The <b>physical environment</b> is decorated to maximise creativity.</p> <p>4.2. Workspaces are designed to encourage the cross fertilisation of ideas as well as the application of <b>innovation @ work skills</b>.</p> <p>4.3. The workspace is designed to provide for the development of relationships between all members of the workforce within organisations in the cultural industries.</p>                                              |
| 5. Provide information and learning opportunities to foster innovation | <p>5.1. Relevant <b>information</b>, knowledge and skills are shared within the organisation.</p> <p>5.2. Formal <b>learning opportunities</b> are provided to help develop skills needed for innovation in the</p>                                                                                                                                                                                                                                        |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                         |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>workplace.</p> <p>5.3. Active learning opportunities are created in which managers and staff can learn from the experience of others.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- interpersonal skills
- leadership skills
- encouraging supporting employees' achievements (on the use of *innovation @ work* skills)
- accessing interpreting and sharing information
- researching information
- freely discussing ideas and providing feedback.

#### Required knowledge

- an understanding of *innovation @ work* skills
- an understanding of basic management principles
- a knowledge of the ways workplace climate can affect employees' attitudes and performance
- an understanding of the benefits of coaching and learning opportunities for employees
- occupational health and safety requirements
- knowledge of factors that can motivate staff to apply innovative work practices
- knowledge of ways of rewarding performance in the workplace.

## 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

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

Evidence of the following is essential:

- knowledge and application of procedures and practices which support and foster innovative work practice within a specific work context in the cultural industries; for example:
  - management practices
  - work practices
  - procedures
  - office layout
  - project management approaches.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to a real or simulated work environment.

#### Method of assessment

The following assessment method is appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate applying procedures and practices to support and foster innovative work practice
- oral or written questioning to assess knowledge of *innovation @ work* skills and methods for applying them to the work environment.

#### Guidance information for assessment

This competency standard could be assessed on its own or in combination with other relevant management units from the cultural industries training packages within a specific context in any sector of the cultural industries.

Standards may include:

- CUVADM05B Plan and develop information management systems
- CUVADM01B Develop and implement arts

**EVIDENCE GUIDE**

|  |                                                                                                                                                                                                                                |
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|  | <p>administration systems and procedures</p> <p><b>Please note:</b> the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.</p> |
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**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.

|                                                                             |                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Working conditions</b> might include:                                    | <ul style="list-style-type: none"> <li>• family-friendly leave entitlements</li> <li>• flexible working hours</li> <li>• social leave</li> <li>• study leave</li> <li>• time provided for coming up with ideas.</li> </ul> |
| <b>Innovation</b> is:                                                       | <ul style="list-style-type: none"> <li>• the process of creating a new idea or the new use of an old idea and developing it so it results in improvement.</li> </ul>                                                       |
| <b>innovation @ work skills</b> include:                                    | <ul style="list-style-type: none"> <li>• interpretation</li> <li>• ideas generation</li> <li>• collaboration</li> <li>• reflection</li> <li>• representation</li> <li>• evaluation.</li> </ul>                             |
| <b>Workplace procedures</b> might include those relating to:                | <ul style="list-style-type: none"> <li>• briefing processes</li> <li>• client relations</li> <li>• performance management</li> <li>• project management</li> <li>• staff meetings</li> <li>• training.</li> </ul>          |
| Processes that encourage the <b>application</b> of <i>innovation @ work</i> | <ul style="list-style-type: none"> <li>• collaborating</li> <li>• collecting data</li> </ul>                                                                                                                               |

| <b>RANGE STATEMENT</b>                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| skills include a structured approach to activities which foster ideas, such as:                                         | <ul style="list-style-type: none"> <li>• creative thinking</li> <li>• future scanning</li> <li>• getting feedback</li> <li>• making suggestions</li> <li>• networking.</li> </ul>                                                                                                                               |
| All types of work activities could benefit from the <b>application</b> of innovation, including the development of new: | <ul style="list-style-type: none"> <li>• processes</li> <li>• products</li> <li>• programs</li> <li>• services</li> <li>• tools</li> <li>• work practices.</li> </ul>                                                                                                                                           |
| <b>Collaborative work arrangements</b> could include:                                                                   | <ul style="list-style-type: none"> <li>• working in teams or partnerships, on specific projects within: <ul style="list-style-type: none"> <li>• a section</li> <li>• a cross section</li> <li>• vertical teams</li> </ul> </li> <li>• working with supplier organisations or partner organisations.</li> </ul> |
| Appropriate ways of <b>celebrating and promoting</b> successful ideas might include:                                    | <ul style="list-style-type: none"> <li>• congratulating the project team</li> <li>• ensuring management acknowledgment</li> <li>• providing a newsletter story about the idea</li> <li>• using the idea to help foster other ideas</li> <li>• well-planned group incentive schemes.</li> </ul>                  |
| The <b>physical environment</b> might include:                                                                          | <ul style="list-style-type: none"> <li>• eating areas</li> <li>• external areas</li> <li>• relaxation areas</li> <li>• the location of different sections</li> <li>• workspace design and décor</li> <li>• workstation arrangements.</li> </ul>                                                                 |
| <b>Information</b> might include:                                                                                       | <ul style="list-style-type: none"> <li>• information about other activities within the organisation</li> <li>• information from other parts of the organisation</li> <li>• organisational knowledge</li> <li>• policies</li> <li>• reports.</li> </ul>                                                          |
| Methods for reflection and review might include:                                                                        | <ul style="list-style-type: none"> <li>• building review into project schedules</li> <li>• less formal review of work procedures</li> <li>• staff meetings</li> </ul>                                                                                                                                           |

| RANGE STATEMENT                              |                                                                                                                                                                                                                                                                   |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <li>• systematic collection of data.</li> </ul>                                                                                                                                                                                |
| <i>Learning opportunities</i> might include: | <ul style="list-style-type: none"> <li>• coaching</li> <li>• conferences</li> <li>• formal training or education</li> <li>• informal training</li> <li>• information seminars</li> <li>• job rotation</li> <li>• mentoring</li> <li>• online learning.</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Co-requisite units

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| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |                         |
|------------------|-------------------------|
| Competency field | Research and Innovation |
|------------------|-------------------------|