



Australian Government

Department of Education, Employment and Workplace Relations

MTMBUS702A Provide strategic leadership

Release: 1

MTMBUS702A Provide strategic leadership

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to analyse and improve personal leadership style and professional competence, and to lead organisational strategic development and deployment. The unit also covers leading transformational practices, cultivating collaborative practices, and providing strategic leadership in a dynamic context. No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to leaders or managers wishing to develop strategic capabilities. Their effectiveness is based on professional expertise and personal integrity, and they act as a role model for others. The unit may relate to learning activities within a small to medium sized organisation or a significant unit of activity in a large organisation. Leaders must be able to respond strategically and act as leaders of change. They seek to improve competitive advantage through transformation of individual, team and operational capabilities.
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reflect on personal effectiveness and efficacy	1.1.Strategies are identified and applied to create a culture that encourages and allows for the receiving and giving of effective feedback. 1.2.Personal efficacy and attainment of professional and personal development objectives and priorities are reviewed regularly. 1.3.Capacity as a role model is reviewed in terms of ability to build trust, confidence and respect of diverse and relevant individuals and groups. 1.4.Personal efficacy and capability to build an effective organisational and workplace culture are evaluated. 1.5.Personal effectiveness in developing the competence required to achieve operational responsibilities is analysed and evaluated. 1.6.Personal responsibility for environmental sustainability is modelled and developed in others.
2. Lead in a transformational manner	2.1.Transformational leadership practices are applied in a given context. 2.2.Empathy in personal communication relationships and day-to-day leadership role is demonstrated. 2.3.Leadership is demonstrated, which is inclusive and respectful of individual differences. 2.4.Own potentially disruptive emotions and impulses are controlled and appropriately regulated. 2.5.Work-based relationships are managed effectively.
3. Cultivate collaborative thinking	3.1.Judgement and commonsense are displayed when undertaking day-to-day leadership role. 3.2.Relevant legislation, information and intelligence sources are analysed when evaluating business opportunities. 3.3.Personal expertise and relevant individuals are drawn upon to achieve strategic results. 3.4.Contributions from relevant individuals are sought and encouraged. 3.5.Collaborative communication and learning approaches are used to model and encourage such practices in the workplace. 3.6.Collaborative and participative work relationships are cultivated.
4. Provide strategic	4.1.Organisational direction and values are conveyed

ELEMENT	PERFORMANCE CRITERIA
leadership during change processes	positively to relevant individuals and relevant stakeholders. 4.2. Impact and role of leadership during organisational change is analysed. 4.3. Capacity and competence of relevant individuals are analysed and confirmed consistent with their ability to contribute to change processes and plans. 4.4. Learning and communication solutions are developed to address problems and risks arising for individuals during organisational change. 4.5. Leadership styles are identified and approaches developed to best respond to the impact of change on people and processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Ability to:

- use problem-solving, initiative and enterprise skills to:
 - direct, motivate, consult and delegate appropriate to the circumstances
 - collect, analyse and interpret data using a range of methods
 - shape strategic thinking and inspire others through a shared vision
 - work with teams with diverse emotional and multiple intelligences and thinking (cognition) skills
- use teamwork skills to lead a team, workgroup or unit, being aware of employee needs and requirements
- use provide leadership in occupational health and safety (OHS) practice, ethical standards, legislative requirements and governance
- review own personal and professional competence against personal development objectives
- support and use participative arrangements aimed at establishing trust
- to:
 - maintain appropriate relationships with colleagues and others
 - value and be open to the opinions of others
 - work as part of a team

REQUIRED SKILLS AND KNOWLEDGE

- model collaborative communication and learning
- use active listening and negotiation skills
- encourage participation across all levels of personnel and clients
- seek opinions and elicit feedback from a range of stakeholders
- develop plain English written texts which deal with complex ideas and concepts
- use workplace technology.

Required knowledge

Knowledge of:

- relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, Equal Employment Opportunity (EEO) and anti-discrimination, industrial relations and regulatory requirements
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- leadership styles
- personal development planning methodologies
- data collection methods
- external environment scanning relating to social, political, economic, regulatory and technological developments
- emotional intelligence and its relationship to individual and team effectiveness
- organisational transformation and the management of the stages of change
- organisational design and building in responsiveness to changes in customer or market conditions
- environmental sustainability principles.

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: • capacity to improve own development, personal leadership style and self-management skills • demonstrated application of leadership style and approach appropriate to individuals involved, outcomes being sought and context • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of complex tasks/projects and situations • resources normally used in the workplace, such as organisational policies and procedures, and relevant legislation • access to clients.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are 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 • series of workplace activities and projects developed and implemented as part of the organisation's strategic development • review of applied projects and learning activities, such as reports and case studies • direct observation of contextual application and presentations to a range of stakeholders • oral or written questioning to assess knowledge of leadership styles • analysis of personal reflection and self-awareness of leadership styles and impact of this approach on task

EVIDENCE GUIDE	
	- completion and others - review of personal development plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example, with other units in the qualification in which this unit is packaged.

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.	
<i>Efficacy</i> may include:	- accurately reflecting and performing self-assessment - having self-confidence - recognising personal emotional responses in a given context.
<i>Personal efficacy</i> may include:	- accessibility - adaptability to change - decisiveness - flexibility - personal performance appraisal - self-analysis.
<i>Relevant individuals and groups</i> may include:	- employees and staff - employers - government agencies and departments - industry associations and employer bodies - industry representatives - national Industry Skills Councils (ISCs) - professional associations - regulatory, licensing and compliance authorities - research agencies

RANGE STATEMENT	
	• students • state and territory industry training advisory bodies (ITABs) • subject or technical specialists and experts • trade unions • universities.
Responsibilities may include:	• clarifying who is to be accountable for a decision or action prior to its execution • identifying groups, individuals and activities for which a person has management responsibility.
Controlling and appropriately regulating disruptive emotions and impulses may include:	• avoiding personal responses that may be insensitive or inappropriate in a given context • managing disruptive emotions and impulses • positively shaping interpersonal relationships • self-control.
Relevant stakeholders may include:	• administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • experts • industry, employees, employers, professional and peak bodies or associations • public or private sector enterprises • students • suppliers and business partners • training and assessment organisations.
Risks may include:	• issues, concerns or actions likely to result in a negative outcome, such as preventing the organisation from meeting its objectives • likely consequences of such an event on organisational performance and business continuity management.
Leadership style will usually be differentiated by five classical approaches:	• autocratic (non-participative) • charismatic flexibility • democratic (participative) • laissez faire (free reign) • paternalistic.

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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