



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV510A Undertake and promote career management

Revision Number: 3

PSPGOV510A Undertake and promote career management

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 active management of one's own career to meet goals and achieve life plans, as well as contributing to the career management of others. It includes identifying current career strengths, identifying and mapping career opportunities, developing and implementing career plans, monitoring progress and contributing to others' career management.

In practice, career management may overlap with a range of other generalist or specialist work activities, such as acting ethically, complying with legislation, providing client service, leading a group, using emotional intelligence, etc.

This is one of 2 units of competency in the *Working in Government* Competency Field that deal with career planning/management. The related unit is:

- PSPGOV410A Undertake career planning
-
- 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
1. Identify current career strengths	1.1 A self-directed search is conducted of current knowledge, skills, abilities, interests and values. 1.2 Life and work experiences, current and latent abilities are included and ranked in order of personal importance. 1.3 Personal preferences are determined in broad terms, including areas of work/skills that are acceptable in the long term. 1.4 A personal profile is prepared that identifies strengths, preferences and opportunities for learning and growth.
2. Identify and map career opportunities	2.1 Careers and occupations are scanned to identify a list of possibilities and their requirements for skills, qualifications and experience. 2.2 Economic and industry scan is continually undertaken to identify the outlook for possible careers/occupations and to identify emerging careers throughout work life. 2.3 Opportunities for entering possible careers/occupations are investigated to ensure the feasibility of pursuing those options. 2.4 Personal profile is matched to possible career opportunities and a decision made on the best option/s to pursue.
3. Develop and implement career plan	3.1 Career goals are established that cater for transition from existing career/work to preferred future career. 3.2 A career plan is developed that identifies immediate priorities for learning and development as well as medium to long-term strategies to obtain additional skills and experience. 3.3 Gap analysis is undertaken to identify dated/lost skills and skills that are common to both preferred future career and the organisation's requirements. 3.4 Career development activities are initiated in accordance with the career plan and in accordance with organisational legislation, policy and procedures.
4. Monitor progress	4.1 Acquisition of skills and experience is monitored and feedback is obtained on performance achievements. 4.2 Feedback is considered and integrated as necessary into the career plan. 4.3 Organisational requirements and future career requirements are monitored and the career plan is adjusted to take account of new information. 4.4 Progress towards future career is monitored and career goals are adjusted as required.
5. Contribute to others' career management	5.1 Others are assisted to take responsibility for their own careers, research career information and plan for future job placements, learning and development. 5.2 Feedback on performance is provided and development opportunities suggested to address immediate performance gaps

ELEMENT**PERFORMANCE CRITERIA**

- or build on performance strengths linked to career plans.
- 5.3 Medium to long-term plans are agreed and implemented to address barriers to career development and meet individual and group learning and development needs.
- 5.4 Staff are encouraged to monitor their progress against career goals and adjust long-term plans to integrate changed circumstances or new skill requirements.
- 5.5 Staff are encouraged and supported in applying new skills and knowledge in the workplace.

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:

- analysing strengths, weaknesses, opportunities, threats (SWOT)
- researching and questioning
- reflecting on own skills, abilities, values and performance
- conducting skills audits and skills gap analyses
- developing strategies for the management of one's own and others' careers
- providing performance feedback and capitalising on new skills developed by others in the workplace
- communicating with a diverse workforce including facilitating, questioning, consulting, active listening
- responding to diversity, including disability and gender

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- strategic approach to career management for self and others
- performance management
- career development options
- workforce trends
- scenario planning in the context of career management
- succession planning
- changing demographics and workforce skill needs
- organisational planning for human resources at a strategic level
- principles of equal employment opportunity and diversity
- legislation, policies and procedures relating to career management including occupational health and safety and environment

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:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV506A Support workplace coaching and mentoring
 - PSPGOV507A Undertake negotiations
 - PSPGOV511A Provide leadership
 - PSPGOV512A Use complex workplace communication strategies
 - PSPGOV514A Facilitate change
 - PSPGOV515A Develop and use political nous
 - PSPGOV516A Develop and use emotional intelligence
 - 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
- career management undertaken and promoted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation policies, procedures and guidelines relating to career management
- workplace scenarios and case studies

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 undertaking and promoting career management, including coping with difficulties, irregularities and breakdowns in routine

- career management undertaken and promoted 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

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 ***bold italics*** in the Performance Criteria is explained here.

Sources of <i>career/occupation</i> information may include:	• public sector/organisational sources/documents such as: • organisational chart • business plans/strategies • vision statements • future plans • cultural climate data • manuals, handbooks • policy and practices • person specifications, job profiles, job descriptions • reports • social and political information • ethics, values and conduct requirements • colleagues, supervisors, mentors. • books • workshops • notice of vacancies • Internet sites • local, national and international publications • statistical workforce data • Australian Bureau of Statistics data • labour market statistics • futurists' papers on career and demographic changes • career expos • personal networks • word-of-mouth • 'hidden job market' where more than 50% of jobs are won • job search/personnel placement agencies • graduate career counselling organisations • feedback from job interviews • newspapers or other media (such as radio)
<i>Investigation of opportunities</i> may include:	• actual availability of work • number of jobs available • remuneration

	• how jobs are advertised • how people enter the career/occupation • difficulty of entering
Career plan may include:	• person/organisation match/values match • updating career portfolio/curriculum vitae on a regular basis • learning and development related to job search and interview practice • learning and development of career-related skills
Career development activities may include:	• accredited courses/other courses • action learning • career counselling • coaching • competency development processes • education and training programs • feedback • higher duties • induction and orientation programs • industry experience • job exchange - local, national, international • mentoring • networking • opportunities to act in other positions (higher or lower) • project assignments/experiences • secondments • shadowing • temporary positions • working parties
Legislation, policy and procedures may include:	• Commonwealth and State/Territory legislation including equal employment opportunity, privacy, confidentiality, anti-discrimination and employment law • national and international codes of practice and standards • the organisation's policies and practices • government policy • codes of conduct • codes of ethics
Sources of information on organisational requirements may include:	• strategic human resource plan • strategic workforce plan • statements of workforce capability requirements • workforce planning and analysis data/reports • new positions advertised

Unit Sector(s)

Not applicable.

Competency field

Working in Government.