



Australian Government

Department of Education, Employment and Workplace Relations

PSPMNGT615A Influence workforce effectiveness

Revision Number: 3

PSPMNGT615A Influence workforce effectiveness

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 ensure the effectiveness of the workforce, whether staff or contractors, in promoting the attainment of strategic objectives. It includes providing leadership to individuals and work teams, creating a cooperative work environment, capitalising on workplace emotions, motivating the workforce to achieve quality results, and delegating work to achieve strategic objectives, and managing up.

In practice influencing workforce effectiveness occurs in the context of other generalist or specialist work functions such as managing performance, managing diversity, managing change, managing client service.

This unit is one of a series of 4 units of competency relating to working with others, located in the Competency fields of *Working in Government* and *Management*. Related units are:

- PSPGOV302B Contribute to workgroup activities
- PSPGOV404B Develop and implement work unit plans
- PSPGOV511A Provide leadership

This unit replaces *PSPMNGT601A Facilitate workforce effectiveness*. The units are not equivalent as elements dealing with emotional intelligence and managing up have been added. 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. Provide leadership to individuals and work teams | 1.1 The vision and strategic goals of the organisation that impact on the work area are identified and promoted.
1.2 Workforce members are regularly consulted on business objectives, plans and operational issues to minimise role ambiguity and uncertainty.
1.3 Roles, functions, responsibilities and work goals are defined in accordance with organisational requirements, and are communicated and agreed.
1.4 Opportunities are provided for workforce members to clarify aspects of particular tasks, resolve issues and seek feedback or further direction.
1.5 Encouragement is provided to develop new and innovative practices, procedures, processes, technologies and strategies in line with corporate values, vision and goals.
1.6 Leadership is provided appropriate to changing priorities and situations and takes account of the specific needs of a diverse workforce. |
| 2. Create a cooperative work environment | 2.1 Cooperation in the work environment is actively facilitated through balanced and fair work allocation and recognition of all contributions.
2.2 Teams and individuals are encouraged to find styles of working which are consistent both with team and individual competencies, preferences and business unit objectives.
2.3 Conflict management strategies are used to facilitate a cooperative work environment.
2.4 Cooperative and productive relationships with individuals and teams are established.
2.5 Leadership style and guidance that take into account the differing needs and background of a diverse workforce are used. |
| 3. Monitor and respond to workplace emotions | 3.1 Emotional strengths and triggers are identified for self and others in the workplace , and communication, client service or work allocations are tailored to take account of these.
3.2 Self-reflection and feedback is used to identify the effect on others of own emotions, and emotional control is exerted to model positive workplace behaviour.
3.3 Opportunities are provided for others to express their thoughts and feelings, and emotions are taken into account in decision making to maintain a positive emotional climate in the workplace.
3.4 Assistance is provided to others to identify the effect of emotions in the workplace and to develop and use their own emotional intelligence to build productive relationships and maximise workplace outcomes. |

ELEMENT**PERFORMANCE CRITERIA****4. Motivate the workforce to achieve quality results**

- 4.1 Ways to motivate a diverse workforce are explored and matched to individual needs.
- 4.2 Opportunities are identified for individuals to develop competencies required to meet work objectives.
- 4.3 Individuals' career development requirements are recognised and balanced with team objectives.
- 4.4 Feedback that is prompt, consistent and constructive and ongoing is provided on performance.
- 4.5 Achievements are promoted and rewarded in a way which openly acknowledges the contribution of individuals and teams.
- 4.6 **Team building strategies** are applied to strengthen individual and team commitment to organisational vision and work unit goals.

5. Delegate work to achieve business unit strategic objectives

- 5.1 Work is delegated in accordance with individual competencies or as development opportunities arise, and sufficient information is communicated, resources allocated and support provided to enable tasks to be completed successfully.
- 5.2 Responsibilities are delegated while still accepting accountability for their success/failure.
- 5.3 Mechanisms for monitoring progress in achieving work goals are established and implemented in accordance with organisational policy and practices.
- 5.4 Areas for improvement are determined collaboratively and improved processes/strategies are implemented.
- 5.5 Tasks are delegated effectively to facilitate the attainment of business unit objectives and the continuous improvement of business processes.
- 5.6 Up-to-date and accessible record of delegations is maintained in accordance with organisational policy and procedures.

6. Manage up

- 6.1 People and influences outside the immediate work environment with the potential to affect work priorities, outcomes and resources are identified.
- 6.2 Role relationships and responsibilities for managing up are analysed.
- 6.3 Strategies are developed and implemented to ensure executives consider the operational consequences of policy changes.
- 6.4 Strategies are used to engage support for public sector activities and ensure sufficient resources are provided to implement initiatives.
- 6.5 Self-evaluation and feedback from **others** on own performance is used to continuously improve performance and outcomes.

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:

- delegating work to others
- counselling and resolving conflict in teams
- using team building strategies
- using facilitation, negotiation and consultation requiring exchanges of complex oral information
- using consensual decision making skills
- keeping check of emotions when challenges arise, maintaining composure, perceiving the emotional motivators that drive individuals and groups in the workplace and engaging those motivators, where appropriate, to optimize organisational performance
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- responding to diversity, including gender and disability
- applying occupational health and safety strategies relevant to managing and working with others in a public sector workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- organisational goals, policies and procedures
- equal employment opportunity, equity and diversity principles
- the relationship between effective human resource functions and the attainment of business unit objectives
- human resource policies and practices
- emotional intelligence principles and strategies
- group processes and facilitation techniques
- team building strategies
- the organisation's career and human resource development strategies, programs and plans
- conflict resolution strategies
- jurisdictional legislation applicable to management and human resource management functions
- occupational health and safety issues relevant to managing and working with others in a public sector workplace
- environmental and sustainability issues relevant to managing and working in a

public sector 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:
 - PSPETHC601B Maintain and enhance confidence in public service
 - PSPGOV601B Apply government systems
 - PSPGOV602B Establish and maintain strategic networks
 - PSPLEGN601B Manage compliance with legislation in the public sector
 - PSPPOL603A Manage policy implementation

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 the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- workforce effectiveness influenced in a range of (3 or more) contexts (or occasions, over time) such as working with staff, clients and contractors

Resources required to carry out assessment

These resources include:

- procedures and protocols
- public sector policies and legislation such as those dealing with:
- human resource management and development
- workforce capability
- case studies and workplace scenarios to capture the range of situations likely to be encountered when influencing workforce effectiveness

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 facilitating workforce effectiveness, including coping with difficulties, irregularities and breakdowns in routine

- workforce effectiveness influenced in a range of (3 or more) contexts (or occasions, over time) such as working with staff, clients and contractors

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
- simulation or role plays
- 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.

Workforce members may include:

- employees
- consultants
- external contractors
- job rotation staff
- trainees

Leadership refers to:

- the process of influencing others to engage in work behaviours that facilitate the attainment of the business unit's strategic objectives

Business unit may refer to:

- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Emotional strengths may include ability to:

- monitor and control negative emotions
- recognise and respond to others' emotional states
- see beyond an immediate emotional reaction to the real cause, rather than responding to the emotions on face value

Identification of emotions may need to take account of:

- the varying cultural expressions of emotion

Others in the workplace may include:

- management
- staff
- clients
- contractors

Emotions may include:

- anger
- anxiety
- apprehension
- caring

	• confidence • depression • elation • enthusiasm • excitement • fear • happiness • inadequacy • joy • nervousness • over-confidence • pride • stress • under-confidence • unhappiness
<i>Development of emotional intelligence</i> may occur through:	• mentoring • shadowing • coaching • training • simulation
<i>Emotional intelligence</i> is:	• widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions • characterised by self-awareness (personal), self-management (personal), social awareness (social) and relationship management (social)
<i>Team building strategies</i> may include:	• defining and clarifying objectives/work area plans • strengthening communication processes • clarifying ground rules and behavioural expectations • fostering creativity • offering constructive feedback • providing facilitated meetings • recognising achievements
<i>Others</i> may include:	• superiors • reportees

Unit Sector(s)

Not applicable.

Competency field

Management.