



Australian Government

PUAECL006 Recognise personal effectiveness in a crisis

Release: 1

PUAECL006 Recognise personal effectiveness in a crisis

Modification History

Release 1. This is the first release of this unit of competency in the Public Safety Training Package.

Application

This unit describes the skills and knowledge required to lead and work with others in complex and uncertain circumstances, where threats and surprise can induce stress and anxiety in team members. It applies to roles with responsibility for risk mitigation, crisis preparedness, crisis response and recovery functions for communities and/or organisations.

A crisis includes varying events of significant disruption having broad effects on relationships among community and/or organisation members. It is characterised by high levels of adversity, ambiguity, uncertainty, opportunity and change. Leaders in a crisis need to independently make sense of uncertain situations, creatively seek solutions and apply judgment and decision making in highly pressurised environments.

Emergency services leaders work autonomously, within collegiate environments, that require the ability to build and develop relationships and partnerships for mandated action within a broad range of informal and formal groups. Emergency service leadership roles are complex requiring the individual to make ethical decisions in variable, evolving and dynamic circumstances.

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

Pre-requisite Unit

Not applicable.

Competency Field

Emergency Management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Adapt and work with multiple perspectives

1.1 Examine a range of personal and/or psychological perspectives related to leadership and identify assumptions that underpin them

1.2 Critically evaluate own personal perspectives and underlying assumptions

1.3 Consider and then define leadership success

1.4 Demonstrate how diversity enhances leadership outcomes

2 Apply decision making approaches

2.1 Identify the effects of personal and group attributes on decision making processes

2.2 Consider limitations of personal and group biases on decision making processes

2.3 Identify impacts of multiple and/or competing stakeholder objectives in decision making processes during a crisis

2.4. Evaluate decision making models suitable for leadership during a crisis

3 Evaluate personal effectiveness

3.1 Identify personal and/or psychological attributes that affect leadership performance

3.4 Identify models of communication and self-examine own pattern of communication with others

3.2 Demonstrate and evaluate how own personal performance and abilities have impacted on leadership roles

3.3 Use an evidence based practice to determine personal performance strategies for leadership during a crisis

3.5 Design and implement a personal performance and self-evaluation plan that enhances leadership capabilities

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

This is a new unit.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf>

Assessment Requirements for PUAECL006 Recognise personal effectiveness in a crisis

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Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and includes

- adapting to time limited and high stake decision making situations
- facilitating and demonstrating actions that create trust
- identifying alternative perspectives
- identifying barriers, preferences and appropriate methods for personal communication
- identifying personal strengths and weaknesses that impact leadership
- leading proactively and positively group decision making processes
- managing leadership tasks and contingencies
- seeking, receiving and reflecting on feedback from others
- self-assessing personal beliefs and decision making processes
- using formalised strategies that enhance leadership performance

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and includes knowledge of

- ecology of cultural behaviour and thought patterns in groups including group thinking
- emotional responses to stimuli
- evidence based practices
- management of leadership tasks and contingencies
- models of emotional intelligence
- personal and group decision making theories
- personality and psychological assessment tools
- theories of trust

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment of this unit will require an exercise that closely simulates work practices and replicates the range of crisis leadership activities likely to be encountered by the individual, alone or as part of a team, within a community and/or organisational context.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or other simulations
- appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operational manuals.

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