



**Australian Government**

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

# **PUAPOLGD013A Develop productive working relationships**

**Revision Number: 3**

## **PUAPOLGD013A Develop productive working relationships**

### **Modification History**

PUAPOLGD013A Release 2: Unit Description revised.

PUAPOLGD013A Release 2: Layout adjusted. No changes to content.

PUAPOLGD013A Release 1: Primary release.

### **Unit Descriptor**

This unit covers the competency required to develop and maintain productive working relationships in external and internal environments so that the work teams/groups can achieve planned outcomes that reflect community needs.

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

### **Application of the Unit**

This unit addresses the knowledge and skills required to build and maintain effective working relationships with a range of internal and external stakeholders.

It involves engaging stakeholders in the development of new ideas; modelling professional integrity; developing trust and confidence through the use of effective interpersonal skills, the prompt resolution of issues raised and keeping stakeholders informed; and maintaining effective *networks* with key people in relevant agencies.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

| ELEMENT                                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish relationships to convey and receive information and ideas | 1.1 Communication is established with internal/external <b><i>stakeholders</i></b> and their needs are identified<br>1.2 <b><i>Information and ideas</i></b> are conveyed and received in a manner which is sensitive to social and cultural diversity<br>1.3 Input from others is sought in developing new ideas                                                                                 |
| 2. Develop productive relationships                                    | 2.1 Regular consultation is undertaken with a range of internal and external stakeholders<br>2.2 Interpersonal styles and methods are used in line with the social, work and cultural environment<br>2.3 Issues raised through consultations are dealt with and resolved promptly or referred to the appropriate personnel for resolution                                                         |
| 3. Maintain productive working relationships                           | 3.1 Productive working relationships are maintained with stakeholders in relevant agencies, services and/or community groups<br>3.2 Concerns held by other agencies are addressed positively, honestly and respectfully<br>3.3 Contact with other agencies is maintained according to terms agreed to by the relevant stakeholders<br>3.4 Outcomes of consultation are made known to stakeholders |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

### Required Skills

- communicate and negotiate with colleagues, supervisors and subordinates
- counsel and mentor colleagues
- monitor work performance, formally and informally
- motivate, lead and direct individuals/teams
- network
- overtly display professionalism in all day-to-day work activities
- respond to the concerns of individuals and work teams

### Required Knowledge

- general and/or specialised policing tasks as appropriate to area of supervision
- goal setting
- jurisdictional laws
- mentoring/coaching/developing others
- organisational corporate goals, plans and strategies
- organisational policies and guidelines (that is, established gazetted or implied guidelines for professional policing practice) covering operational safety issues/practices
- principles of networking
- professionalism as expressed through an organisation's codes of ethics/codes of practice
- recognising individual differences
- relevant policies and procedures, in particular those related to work practices
- rostering and workplace agreements, and disciplinary procedures
- strategies to motivate and promote working relationships
- work performance review processes and mechanisms

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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

Assessment must confirm the ability to:

- develop effective and sound internal and external relationships which facilitate the achievement of planned outcomes.

### **Consistency in performance**

Competency should be demonstrated 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

### **Context of and specific resources for assessment**

#### **Context of assessment**

Competency should be assessed in the workplace or an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine.

#### **Specific resources for assessment**

There are no specific resource requirements for this unit.

### **Method of assessment**

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

## 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 in the Performance Criteria is detailed below.

***Networks*** may be internal or external to the organisation and/or the workplace and could include links with:

- Community groups/individuals
- Internal departments/sections
- Local businesses
- Local disadvantaged support groups

***Stakeholders*** may include:

- External (government/non-government agencies, local community services including ethnic communities and groups, businesses, individuals)
- Internal (colleagues, supervisors, other police personnel)

***Information and ideas*** may be derived from:

- Colleagues
- Community groups
- Community information
- Computer information systems
- Departmental information
- Internal and external intelligence
- Local/national/international media
- Offers to establish new community policing ventures
- Other organisations
- Passing on of information/feedback on community response to team's presence/actions
- Provision of intelligence regarding local activities
- Requests for specialised assistance
- Suggestions for new ways to tackle local issues
- Team members, self, other policing personnel

## Unit Sector(s)

Not applicable.