

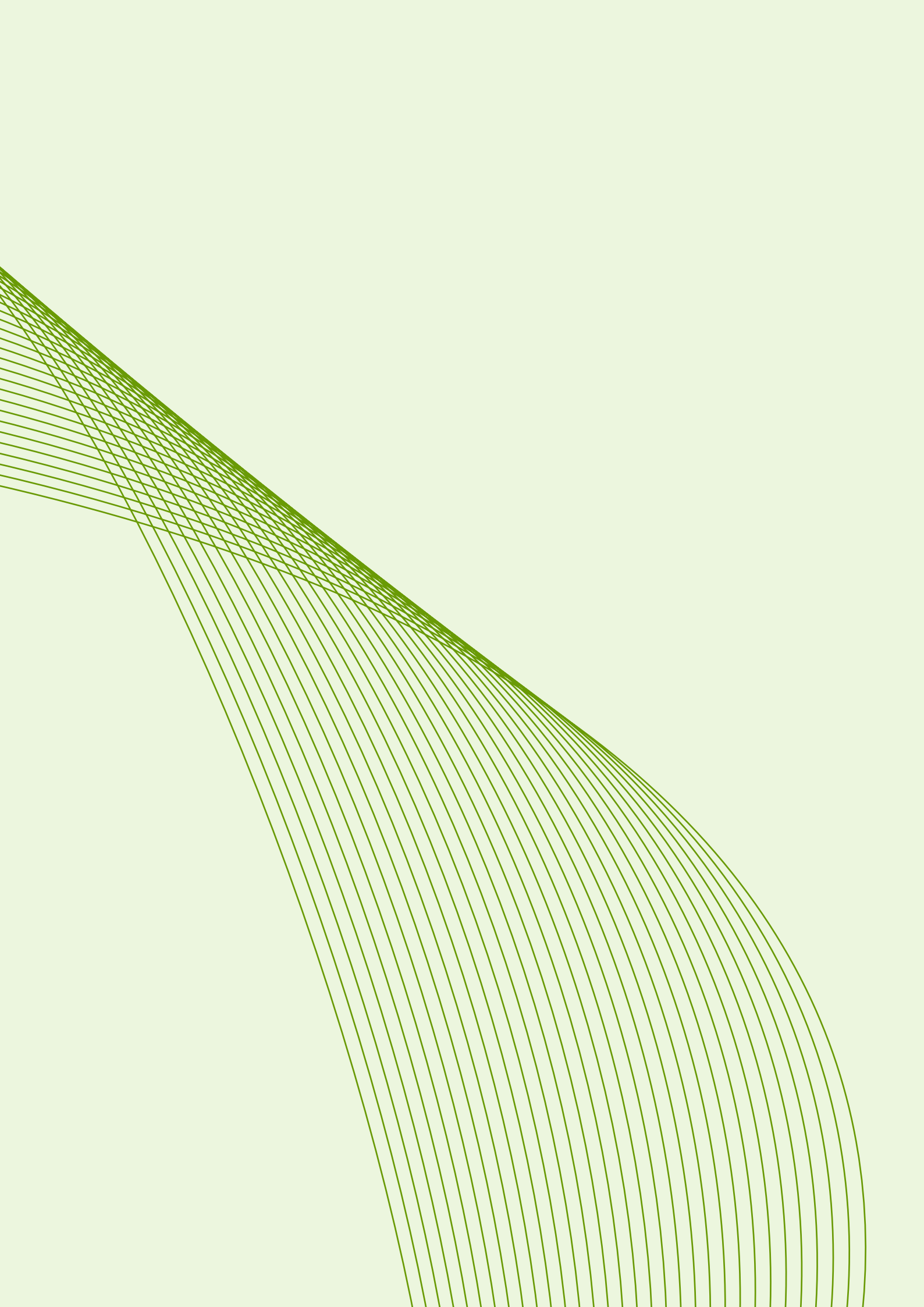
Volunteer Leadership Skills Review

PUA Public Safety Training Package

April 2026



**PUBLIC SKILLS
AUSTRALIA**
PUBLIC SAFETY SKILLS AUSTRALIA LTD



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Executive Summary

This Volunteer Leadership Skills Review Report (the report presents the findings from desktop research, working group engagement and national consultation undertaken during *Phase One of the Volunteer Leadership Project* (the project). The report identifies the non-operational leadership skills and knowledge required of volunteer leaders across the Fire and Emergency Services industry-sector and examines the extent to which these capabilities are addressed within existing training products¹. The findings are accompanied by recommendations to inform the work of a Technical Committee in Phase Two of the Project, including consideration of updates to the *PUA Public Safety Training Package*.

1.1 Findings

The findings align with two Ministerial priorities: qualification reform (detailed in the *Unlocking the Potential of VET* report) and the federal government's productivity agenda (relating to emergency response capability)².

Finding	Ministerial Priority
1. Existing non-operational leadership qualifications within the <i>PUA Public Safety Training Package</i> could be stronger aligned to the competencies required by Volunteer Fire and Emergency Service leaders.	Jobs and Skills Councils to ensure updates to training products embed Qualification Reform principles to deliver streamlined, relevant, and future-ready qualifications.
2. Volunteer Fire and Emergency Service leaders are uniquely positioned to support engagement, retention and wellbeing practices of the volunteer workforce.	
3. Volunteer Fire and Emergency Service leaders' nonoperational leadership capabilities are not acknowledged by other industries, affecting career mobility.	Jobs and Skills Councils to address Australia's productivity challenges, including undertaking activity that supports building a skilled, adaptable and inclusive workforce.
4. Volunteer leaders play a key role in community engagement and communications during emergencies and disasters.	Collaborate with government and industry (employers and unions) to identify opportunities to strengthen capabilities of the public safety and government workforces in preparing for and responding to emergency events, including identification of emerging or revised skill requirements.

¹ Training products refer to qualifications, units of competency and skill sets.

² These priorities are provided in Section 3.4: *Unlocking the Potential of VET* and 3.5: Ministerial Priorities.

1.2 Recommendations

The following recommendations are proposed to be addressed by a project Technical Committee in *Phase Two of the Volunteer Leadership project*.

Recommendation 1

Technical Committee to assess current non-operational leadership qualifications in the *PUA Public Safety Training Package* to:

- 1.1 Consider whether relevant qualifications are fit for purpose to develop volunteer leadership skills and knowledge
- 1.2 Identify potential gaps in the qualifications that may require development or reviews of units of competency
- 1.3 Make recommendations relating to the design of qualifications such as the mapping of elective units of competency to specialist streams

This recommendation supports contemporary leadership training for Volunteer Fire and Emergency Service leaders and promotes volunteer engagement, retention, and wellbeing.

Recommendation 2

Technical Committee to map non-operational leadership Qualifications within the *PUA Public Safety Training Package* to other relevant existing Training Packages to:

- 2.1 Establish comparability or potential equivalence
- 2.2 Consider opportunities to streamline the PUA Public Safety Training Package where duplication is identified
- 2.3 Identify potential training products to assess whether they could be imported into qualifications in the *PUA Public Safety Training Package*

This recommendation promotes career pathways for Volunteer Fire and Emergency Service leaders into other industries and further supports the outcomes outlined within the *Unlocking the Potential of VET*.

Introduction

The project builds on the *2025 Public Safety Workforce Insights Report* that highlighted capability challenges in non-operational leadership within the Fire and Emergency Services industry-sector. The project sought to support this industry-sector through the provision of high-quality training products that reflect the focus of Australia's emergency management and response on prevention, mitigation and preparedness. The project was separated into two Phases.

Phase 1

Develop a Skills Review to identify the skills and knowledge requirements of non-operational leaders. The outcomes of this phase are contained within this Skills Review.



Phase 2

The establishment of a Technical Committee to update the *PUA Public Safety Training Package* to address the recommendations within this report.

2.1 Report Structure

This report is arranged into six sections:

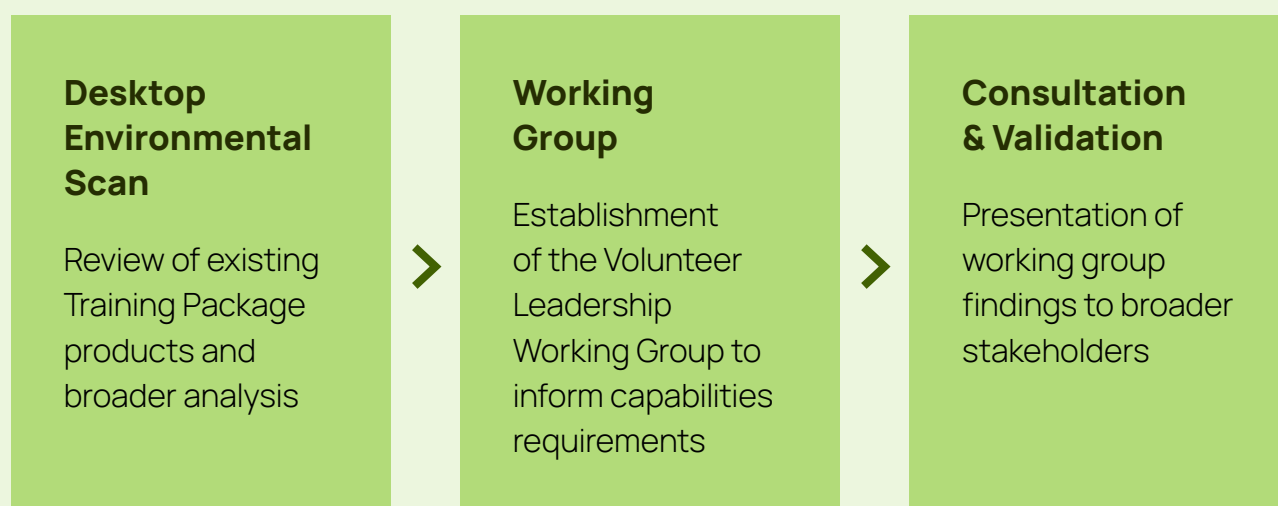
Project Context	Provides an overview of the project and defines its scope, methodology and contextual information.
Non-Operational Volunteer Leadership	Outlines the non-operational volunteer leadership competencies identified by the Fire and Emergency Service industry-sector.
Training Package Analysis	Assesses existing Training Package products' applicability to support non-operational volunteer leadership requirements.
Consultation and Validation	Provides analysis of feedback received by stakeholders.
Findings and Recommendations	Provides a detailed outline of the findings and recommendations arising.
Appendices	Contains supporting documents and data.

Project Context

Fire and Emergency Services volunteers are highly trained to respond to critical incidents and emergencies including fires, floods, storms and earthquakes. The specialised training they receive equips them to save lives, protect property, conserve the environment, and provide essential services to communities. Volunteer Fire and Emergency Service leaders perform a critical role in supporting organisational governance, volunteer engagement and wellbeing, and effective communication between agencies, volunteers, and the communities they serve. It was within this context that the project was established to identify the non-operational volunteer leadership capabilities required of volunteer leaders and to inform future development of the *PUA Public Safety Training Package* training products that support these roles.

3.1 Methodology

The methodology comprised three integrated activities undertaken across Phase 1 of the project. A desktop environmental scan identified non-operational volunteer leadership roles and capability requirements, which were then refined through structured engagement with the Volunteer Leadership Working Group (established for this project – working group). The working group informed and identified key leadership themes and competencies required for non-operational volunteer leadership. They were then tested and validated through consultation with stakeholders to confirm their relevance and applicability across the Fire and Emergency Services industry-sector.



3.2 Scope

These following descriptions (for ease of use) were used to distinguish between operational and non-operational volunteer leadership. This report acknowledges that this description may not be used or agreed to by all in this industry-sector but rather provides a platform for this project to be built on.

Operational Leadership

Leadership that directs and manages emergency response activities, using technical capability and time-critical decision making to protect life, property and the environment

Non-Operational Volunteer Leadership

Leadership that supports organisational governance, volunteers and community engagement

3.3 Non-Operational Volunteer Leadership Roles

The following table outlines the non-operational volunteer leadership roles that are the primary focus of this report. These roles were selected as they are representative of leadership positions commonly found across the Fire and Emergency Services industry-sector and provides a practical basis for identifying shared leadership skills and capability requirements. These roles have a balance of both operational and non-operational volunteer leadership requirements; typically, responsible for the management and leadership of team members and the coordination of members when addressing emergency events.

There are a broad range of volunteer-based Fire and Emergency Services leadership roles that are not listed in full. Relevant leadership functions from these roles were considered within scope where they aligned with the non-operational leadership themes identified in this project.

Sector	Roles
Fire	• Brigade Captain/Station Officer • Deputy Captain/Deputy First Officer/Lieutenant
State and Territory Emergency Services (SES)	• Unit Controller/Unit Manager • Deputy Unit Controller/Deputy Unit Manager
Surf Life Saving	• Club Captain/President • Deputy Club Captain
Marine Rescue	• Flotilla commander/Unit commander • Deputy Flotilla Commander/Deputy Unit Commander

Note: Role titles and rank structures vary across the Fire and Emergency Services industry-sector.

These roles support volunteers outside of emergency response activities and are responsible for creating positive team environments, supporting volunteer engagement and wellbeing, and strengthening capability at the local level. Individuals in these roles commonly act as a link between volunteers, agency management and the community, and contribute to planning, coordination and administrative activities that support effective service delivery. The specific competencies common to these roles are identified and explored in greater detail in the [Section 4: Non-Operational Volunteer Leadership](#) section of the report.

3.4 Unlocking the Potential of VET

This report is framed in accordance with the advice the Qualification Reform Design Group (QRDG) delivered in its *Unlocking the potential of VET: Improving the relevance and transferability of Vocational Education and Training qualifications* (2024)³.

It provides recommendations to modernise Australia’s Vocational Education and Training (VET) qualifications as well as a pathway to enable the VET system to meet the changing needs of the modern labour market and help lift participation in VET and skill level in the Australian workforce. Key findings within the *Unlocking the Potential of VET report* have been used to drive the outcomes of this report, these are summarised below:

Unlocking the Potential of VET Report

1 Qualification first approach	2 Purpose driven qualification design	3 Streamlining of products
4 Enable learners for success	5 Support of generalist skills	6 Improved pathways

As a Jobs and Skills Council, Public Skills Australia supports and collaborates with the Fire and Emergency Services industry-sector to improve qualification design in the *PUA Public Safety Training Package*. Therefore, this report is focused on delivering a streamlined, qualification-first design that highlights transferable skills to support learner outcomes. It focuses on ensuring qualifications meet the industry-sector’s specific, non-operational volunteer leadership capability requirements, and removing excessive prescription and duplication within qualifications and units of competency. An overarching objective of the report is the development and promotion of a clear, structured learning pathway that supports flexibility through skills transferability.

3 QRDG Final Report December 2024 - Department of Employment and Workplace Relations, Australian Government

3.5 Ministerial Priorities

To continue to build a strong VET system that focuses on performance in the context of national productivity, Jobs and Skills Councils work towards the Australian Government's policy priorities and objectives, including:

- *JSCs to ensure updates to training products embed Qualification Reform principles to deliver streamlined, relevant, and future-ready qualifications.*
- *JSCs to address Australia's productivity challenges, including undertaking activity that supports building a skilled, adaptable and inclusive workforce.*
- *Public Skills Australia collaborates with government and industry (employers and unions) to identify opportunities to strengthen the capabilities of the public safety and government workforces in preparing for and responding to emergency events, including emerging or revised skill requirements.*

These Ministerial priorities have informed the development of the report.

3.6 Productivity

Australia's emergency response capabilities are dependent on more than 200,000 volunteers⁴ who respond to emergencies and support community resilience⁵. Australia's crisis resilience is further strengthened through volunteer leaders facilitating social connections, building social capital, and improving access to local support and services.

The Royal Commission into *National Natural Disaster Arrangements* highlighted that sustaining an effective volunteer workforce is essential for future disaster preparedness and response, particularly as the frequency of extreme weather events increases⁶.

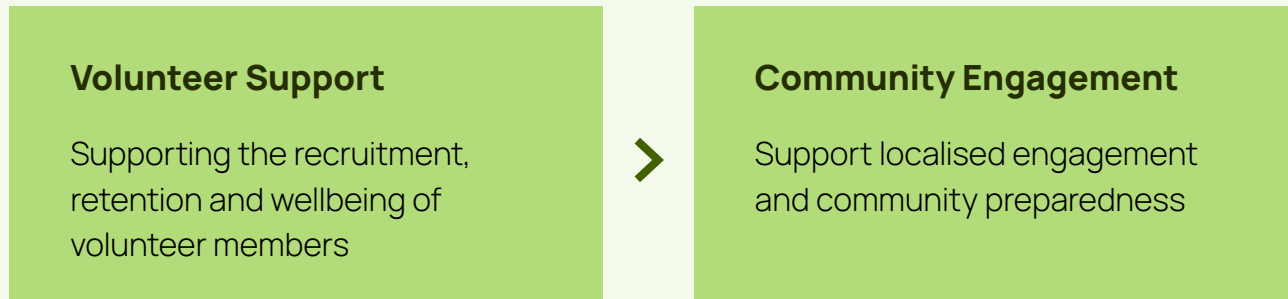
Sustaining and strengthening the volunteer workforce is central to national productivity in the context of increasing climate risks and a strategic shift toward prevention, mitigation and preparedness. Non-operational volunteer leadership is a key lever for improving engagement, inclusion and local capability, and for ensuring volunteers remain connected, supported and effective in their roles.

⁴ Inclusive of volunteer operational and support members from fire agencies and State Emergency Services.

⁵ Productivity Commission. (2025). Report on Government Services. Part D: Emergency Management. Australian Government. Retrieved from [D Emergency management - Report on Government Services 2025 | Productivity Commission](#)

⁶ Royal Commission into National Disaster Arrangements Report (2020). Retrieved from <https://www.royalcommission.gov.au/system/files/2020-12/Royal%20Commission%20into%20National%20Natural%20Disaster%20Arrangements%20-%20Report%20%20%5Baccessible%5D.pdf>

The report identifies two key areas where this can be achieved.



Volunteer Support

In the decade prior to 2020, the proportion of those volunteering in Australia decreased from approximately 36% to less than 29% ⁷. This pattern was consistent across emergency services agencies, as confirmed by the productivity commission⁸. Improving volunteer retention is critical to maintaining volunteer numbers and supporting Australia's emergency response capabilities.

In support of this, the Australasian Fire and Emergency Services Authorities Council (AFAC) developed the *Volunteer Inclusion Guideline*⁹ outlining a range of processes, values and knowledge to support inclusive volunteer engagement. This guideline highlights the critical role of volunteer leaders to support volunteer involvement. There is an opportunity to embed the knowledge and skills contained in this guideline within the current *PUA Public Safety Training Package* to enable volunteer leaders to improve their level of engagement of team members to support retention.

Volunteer Fire and Emergency Services personnel in Australia are responsible for responding to critical and life critical events. They balance these responsibilities with their regular study, employment and family commitments. Supporting leaders to enact their organisational procedures and support their teams is essential to maintaining the wellbeing of these volunteer groups and sustaining their capacity to serve their communities. This directly feeds into retention and engagement at a community level, supporting productivity.

7 Australian Institute of Health and Welfare. (2025). Trends in Volunteering. Australian Government. Retrieved from <https://www.aihw.gov.au/reports/australias-welfare/volunteers>

8 Productivity Commission. (2025). Report on Government Services. Part D: Emergency Management. Australian Government. Retrieved from [D Emergency management - Report on Government Services 2025 | Productivity Commission](#)

9 Australasian Fire and Emergency Service Authorities Council Limited. (2020). Volunteer Inclusion Guideline. Version 1.0. Retrieved from [afac__doctrine__volunteer-inclusion-guideline_v0-120c7a691b1e86477b58ff00006709da.pdf](#)

Community Engagement

Building resilience for emergency and disaster preparedness and response requires enhanced community engagement that strengthens local capacity and capability. In this context, Fire and Emergency Services agencies are uniquely placed to take a leading role by drawing on local expertise and trust that has been established with their communities. To assist the industry-sector to leverage specialist skills and services, local communities can contribute before, during and after emergencies and disasters. To assist the industry-sector to leverage specialist skills and services, local communities can contribute before, during and after emergencies and disasters¹⁰. The Australian Institute for Disaster Resilience has developed the *Community Engagement for Disaster Resilience Handbook*. This resource presents nationally agreed principles of community engagement for disaster resilience and provides high-level guidance to support those who engage with communities at all phases of a disaster. It draws on contemporary knowledge, skills, and good practice from the fields of public participation, community development, emergency management, disaster risk reduction and disaster resilience. The handbook also offers guidance to communities seeking to understand the engagement processes initiated by partners or intending to initiate their own engagement processes to strengthen disaster resilience¹¹. A key focus of the report is to identify opportunities to further embed community engagement practices into non-operational volunteer leadership capability through volunteer leadership training.

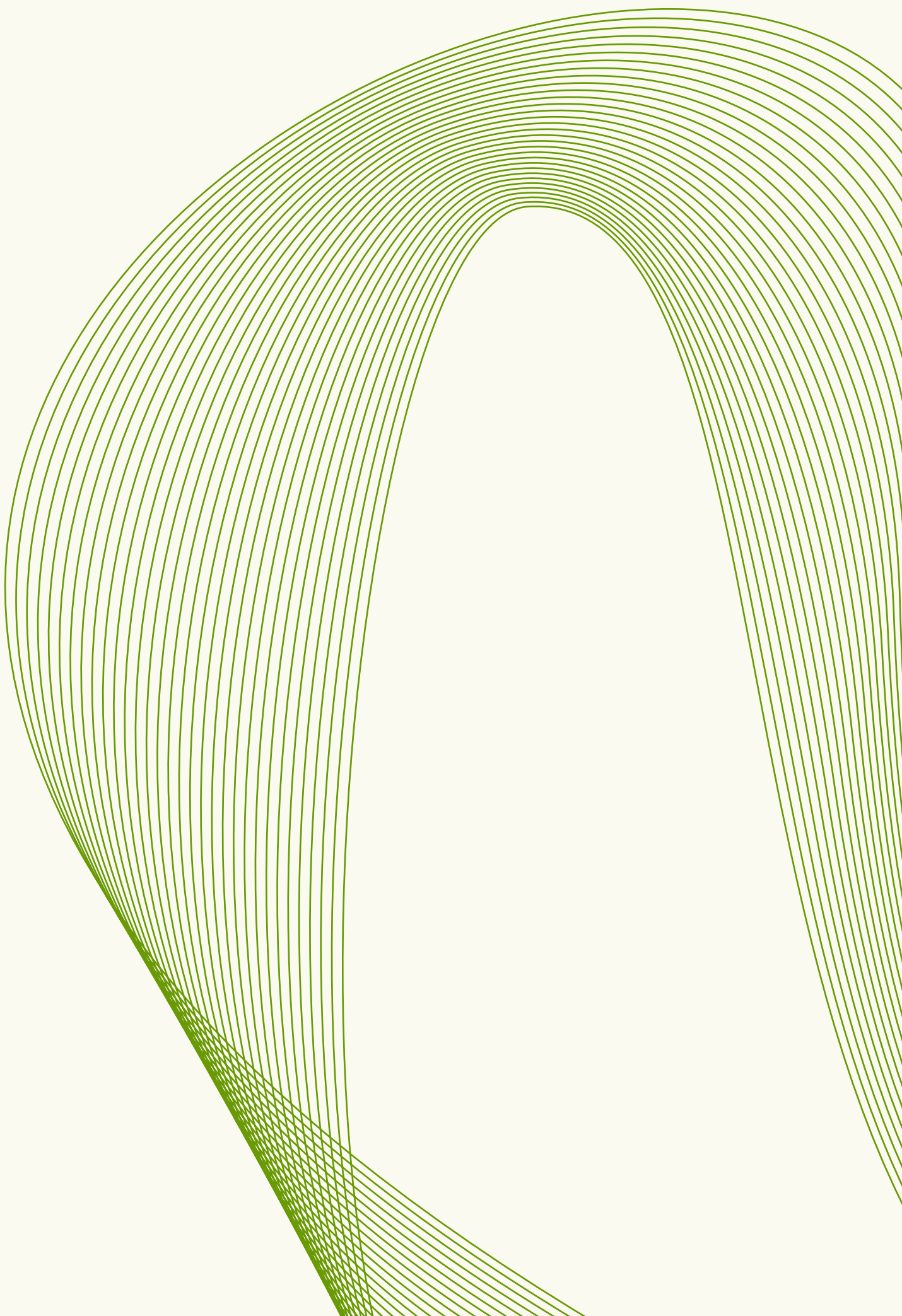
It is against this backdrop that the project is oriented to the concerted focus of Australia's emergency management and response on prevention, mitigation and preparedness¹². These priorities are dependent upon strengthening the volunteer leadership capacity of non-operational volunteer leaders within Fire and Emergency Services industry-sector. Enhancing the leadership capability of volunteer leaders presents the opportunity to share responsibility for industry-sector policy settings among government, business and community stakeholders, and leverage mutually beneficial outcomes. Crucially, workforce productivity gains are anticipated by having leaders empower volunteers, promote teamwork and inclusivity, being responsive to the needs and interests of volunteers, and identifying and supporting succession planning¹³.

10 Australian Council of Social Services. (2015). What the Community Sector Brings. Retrieved from: [What the Community Sector Brings - ACOSS Resilience](#)

11 Australian Institute for Disaster Resilience. (2020). [Community Engagement for Disaster Resilience Handbook](#). Australian Disaster Resilience Knowledge Hub. Retrieved from: [Community Engagement for Disaster Resilience Handbook](#)

12 Productivity Commission. (2025). Report on Government Services. Part D: Emergency Management. Australian Government. Retrieved from [D Emergency management - Report on Government Services 2025 | Productivity Commission](#)

13 A Tsai, T Newstead, and G Lewis, Emergency volunteering: Leading engagement and retention. Volunteering Australia. 2022. Retrieved from [VRP_Emergency-volunteering-Leading-engagement-and-retention.pdf](#)



Non-Operational Volunteer Leadership

This section outlines the non-operational volunteer leadership capabilities identified. To inform the report, a working group of subject-matter experts was established (see **Appendix A: Volunteer Leadership Working Group**). Representatives for the Volunteer Leadership Working Group were nominated by AFAC member agencies through their *Volunteer Management Technical Group*. The working group surveyed members to determine shared role functions, shared and reviewed existing leadership programs/frameworks and held collaborative workshops to determine required leadership capabilities.

4.1 Leadership Themes

The working group developed seven themes of volunteer leadership capability, including:

1. Self-Leadership	Ability to manage one's own conduct, wellbeing, priorities and ethical responsibilities to operate effectively and sustainably as a volunteer leader
2. Values-based Leadership	Capability to model organisational values through fair, ethical and inclusive behaviour that builds trust, respect and a positive volunteer culture
3. Communication and Influence	Ability to communicate clearly and respectfully with volunteers, stakeholders and the community, and to influence understanding, engagement and outcomes
4. Decision Making and Judgement	Capability to make timely, evidence-based decisions that balance organisational priorities, manage risk and consider diverse perspectives
5. People Development and Support	Ability to support volunteer capability through coaching, mentoring, recognition and wellbeing practices that enable individuals to grow and contribute effectively
6. Team Building and Development	Capability to establish inclusive, accountable and collaborative teams that work effectively with internal and external partners to achieve shared objectives
7. Change Leadership and Innovation	Ability to support volunteers through organisational change by communicating purpose, supporting adaptation, and aligning team activity with organisational priorities

4.2 Non-Operational Volunteer Leadership Competencies

The following tables outline the non-operational volunteer leadership competencies developed by the working group, framed as measurable outcomes. These were categorised as either **Transferable** (competencies that could be used external to the Fire and Emergency Services industry-sector) or **Sector Specific** (competencies that are specific to or tailored for Fire and Emergency Services industry-sector).

Theme 1: Lead self	
Competency identified by the working group	Transferable/Sector Specific
1.1 Comply with organisational standards when completing tasks and maintain required work practices	Transferable Skill
1.2 Make decisions and take actions that comply with organisational values and ethical requirements	Transferable Skill
1.3 Reprioritise tasks to address competing priorities and achieve organisational outcomes	Transferable Skill
1.4 Deploy mental health first aid techniques to manage own stress and assist others in high-pressure situations	Sector Specific
1.5 Include sustainability requirements when making decisions about work processes and outcomes	Transferable Skill

Theme 2: Values-based leadership	
Competency identified by the working group	Transferable/Sector Specific
2.1 Demonstrate consistency and transparency when interacting with others to build trust	Transferable Skill
2.2 Acknowledge individual contributions and treat people according to organisational standards	Transferable Skill
2.3 Create inclusive environments that support participation and contribution	Transferable Skill
2.4 Adapt communication and behaviour to respect diverse cultural contexts	Transferable Skill
2.5 Identify organisational values and embed them within communication with team members	Transferable Skill
2.6 Identify and promote the motivations for volunteering within a team environment	Transferable Skill

Theme 3: Communicate and influence	
Competency identified by the working group	Transferable/Sector Specific
3.1 Deliver information to colleagues, stakeholders, and the community in a clear and concise manner	Transferable Skill
3.2 Use active listening techniques and respond to confirm understanding	Transferable Skill
3.3 Give and accept feedback using agreed processes to support performance improvement	Transferable Skill
3.4 Present ideas persuasively and adapt messages to meet audience requirements	Transferable Skill
3.5 Comply with communication protocols when representing and promoting the organisation	Transferable Skill
3.6 Address publicity and perceptions using strategies that maintain organisational reputation	Sector Specific
3.7 Represent and advocate for the interests of team members in appropriate organisational forums	Sector Specific

Theme 4: Decision making and judgment	
Competency identified by the working group	Transferable/Sector Specific
4.1 Make decisions using evidence and within required timeframes to balance operational and strategic priorities	Sector Specific
4.2 Assess risks, options, and consequences prior to acting	Transferable Skill
4.3 Allocate and organise resources to meet agreed objectives	Transferable Skill
4.4 Assign tasks to team members to support capability development and achieve outcomes	Transferable Skill
4.5 Demonstrate ability to collaborate and seek feedback in the decision-making process	Transferable Skill
4.6 Seek out and consider diverse perspectives prior to decision making	Transferable Skill

Theme 5: Developing and supporting people	
Competency identified by the working group	Transferable/Sector Specific
5.1 Provide coaching and mentoring to support skill development and professional growth	Transferable Skill
5.2 Manage conditions to allow individuals to contribute ideas and encourage participation	Transferable Skill
5.3 Identify areas of development and support required for individual team members	Transferable Skill
5.4 Develop a plan to meet the development requirements of team members	Transferable Skill
5.5 Acknowledge achievements and encourage ongoing improvement	Transferable Skill

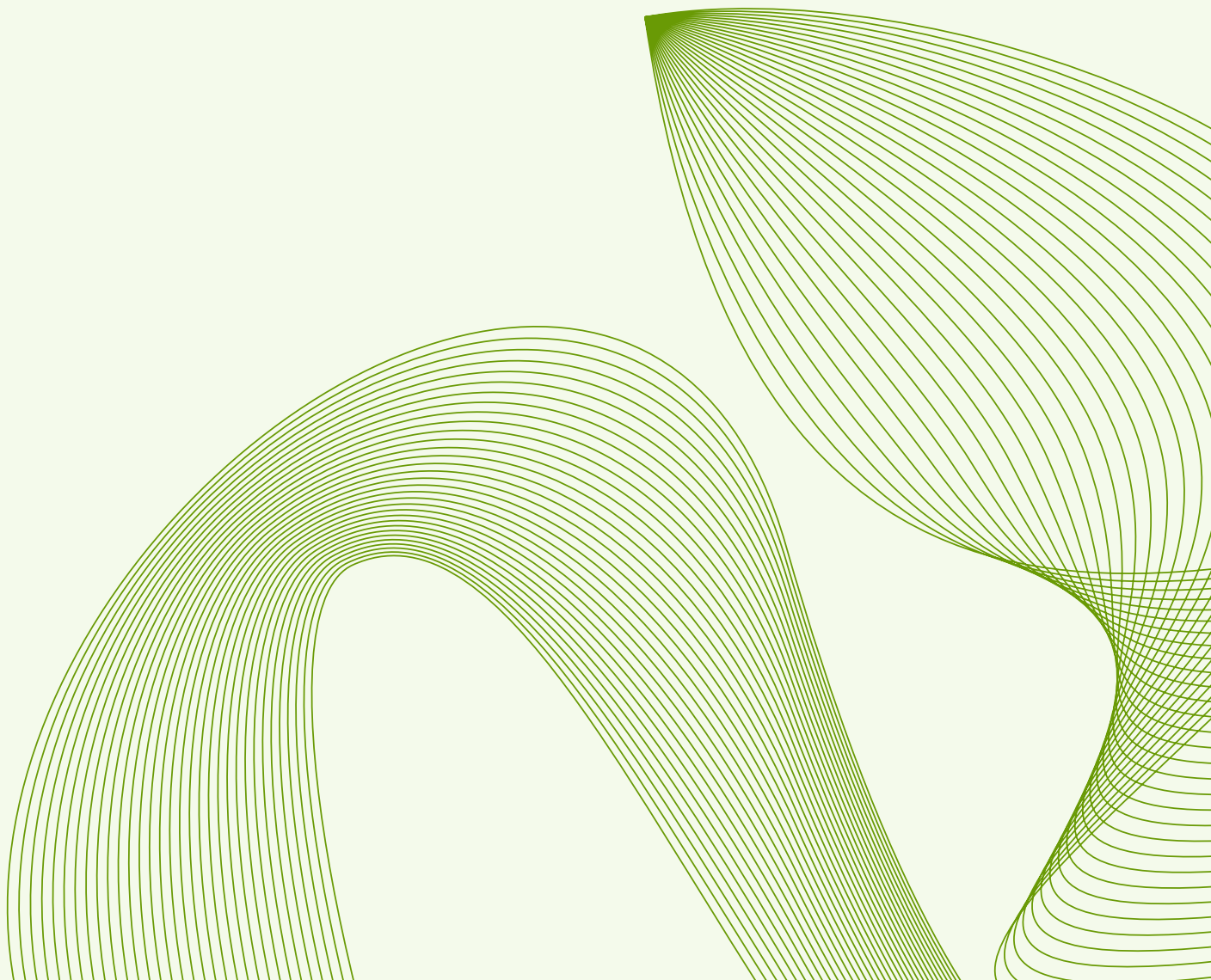
Theme 6: Building and developing teams	
Competency identified by the working group	Transferable/Sector Specific
6.1 Set clear expectations and monitor team performance to maintain accountability	Transferable Skill
6.2 Coordinate activities with internal and external partners to achieve agreed outcomes	Sector Specific
6.3 Resolve conflicts by addressing issues and applying agreed resolution processes	Transferable Skill
6.4 Create conditions that ensure team members feel valued, included, and culturally safe	Transferable Skill
6.5 Identify and address barriers to participation or performance using intersectional awareness	Transferable Skill
6.6 Manage available resources to achieve organisational outcomes	Transferable Skill

Theme 7: Leading change and innovation	
Competency identified by the working group	Transferable/Sector Specific
7.1 Communicate change vision, involve stakeholders and provide support during transition	Transferable Skill
7.2 Demonstrate flexibility and encourage others to adopt new approaches	Transferable Skill
7.3 Align team goals and activities with organisational strategic priorities	Transferable Skill
7.4 Identify areas of challenge for members and implement mitigation strategies to support change requirements	Transferable Skill
7.5 Develop plans to achieve goals and objectives of organisation	Transferable Skill

4.3 Transferable Skills

Of the forty competencies identified by the working group, five were classified as Sector Specific. This indicates that the remaining competencies can be applied to roles across multiple sectors, including communication, decision-making, supporting people and building teams. Although these competencies are required in many workplace settings, they are not consistently recognised outside the Fire and Emergency Services industry-sector.

This limited recognition restricts the extent to which volunteers can use their non-operational leadership experience in career or training pathways. Strengthening the visibility of these competencies - through clearer alignment with qualifications in other Training Packages and more consistent descriptions of leadership capability requirements - would support cross-sector recognition and expand career and training pathways available to volunteers.



Training Package Analysis

As per the *Unlocking the Potential of VET* report, priority has been given to streamline training products where possible. Using the competencies provided by the working group, an analysis was undertaken to identify where training products may already address the role requirements identified ([Appendix B: Qualification Analysis](#) and [Appendix C: Competency Mapping](#)).

5.1 PUA Public Safety Training Package

Qualifications within the *PUA Public Safety Training Package* are designed to meet specific occupational outcomes and emphasise the safe and effective performance of public safety roles. Due to the high-risk nature of emergency services activities, these qualifications include a high degree of specificity to ensure safe, reliable and consistent performance.

PUA40219 Certificate IV in Public Safety (SES Leadership)

Through the analysis of the PUA Public Safety Training Package, a partial alignment of skills and knowledge for non-operational volunteer leadership was identified with *PUA40219 Certificate IV in Public Safety (SES Leadership)*. This qualification is designed to support to leadership requirements of State and Territory Emergency Service (SES) agencies. The opportunity to update this qualification to better align with the broader capability needs for volunteer leaders is supported by the Australian Council of State and Territory Emergency Service Agencies (ACSES), the national body representing SES learning and development.

A summary of this analysis of *PUA40219 Certificate IV in Public Safety (SES Leadership)* is provided below.

Areas of Current Alignment	Potential Competencies Inclusions Proposed
• Communication & information management • Team leadership • Resource administration • Upholding organisational standards & values	• Supporting team member wellbeing and psychological safety • Knowledge and application of inclusive practices • Community engagement • Decision making



Community Safety

The Community Safety suite of qualifications include:

- PUA31422 Certificate III in Public Safety (Community Safety)
- PUA51019 Diploma of Public Safety (Community Safety)
- PUA41120 Certificate IV in Public Safety (Community Safety)
- PUA60719 Advanced Diploma of Public Safety (Community Safety)

These qualifications align to non-operational volunteer roles that focus on developing, implementing, and coordinating programs that strengthen community resilience, wellbeing and awareness of risks. Through an analysis of these qualifications, a partial alignment to non-operational volunteer leadership requirements was identified, meeting a range of the communication and community engagement-based competencies. These qualifications currently have very low, or in some cases no enrolments and completions over the past 3 years. There is an opportunity to consider these for streamlining to address aspects of non-operational volunteer leadership or to review the units within their packaging rules to address the leadership capability requirements.

Operational Leadership

The following qualifications were assessed and subsequently deemed as **not** being suitable to meet the nonoperational volunteer leadership requirements of volunteer agencies:

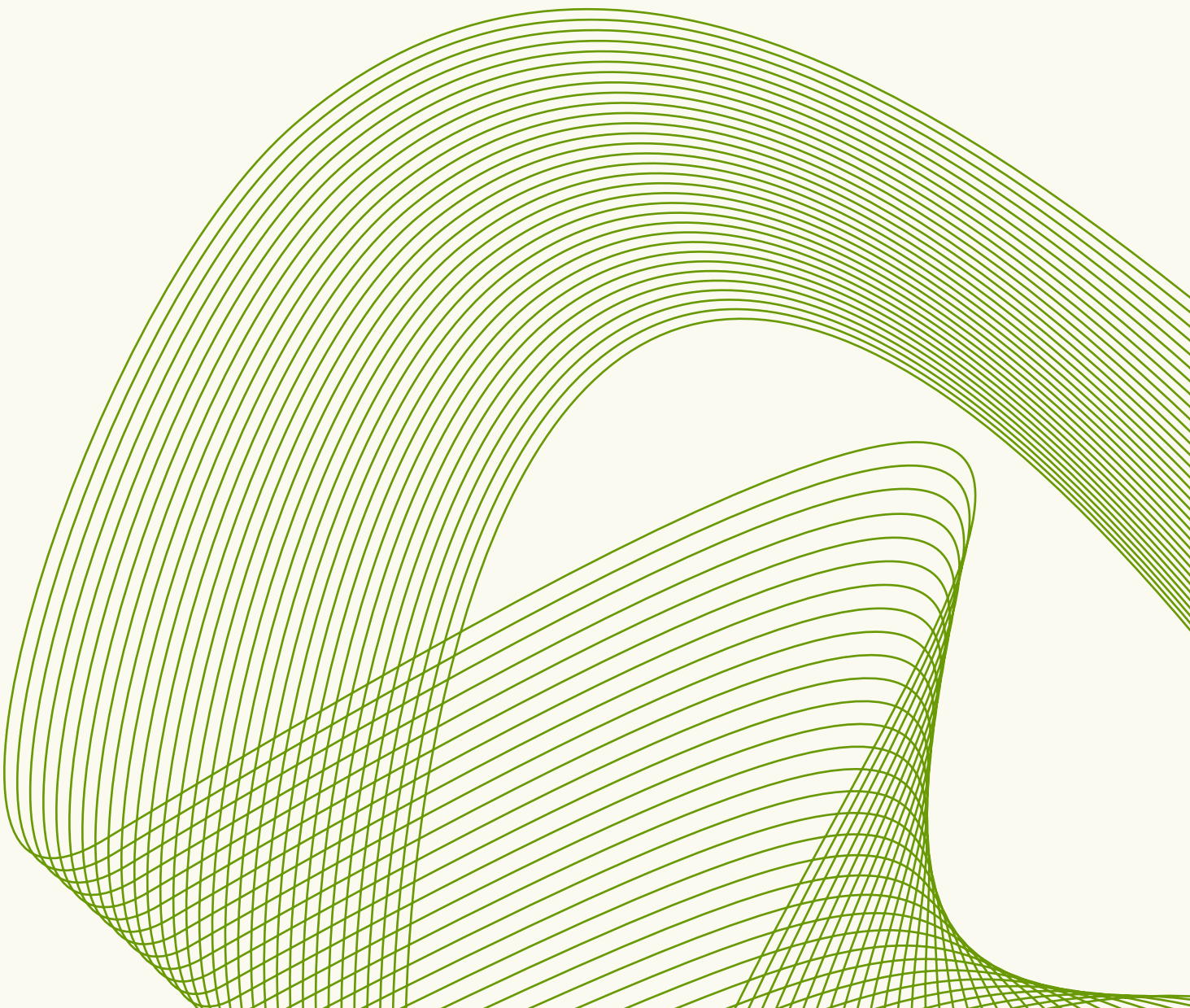
- PUA40319 Certificate IV in Public Safety (Firefighting Supervision)
- PUA41019 Certificate IV in Public Safety (Leadership)
- PUA50519 Diploma of Public Safety (Firefighting Management)
- PUA60120 Advanced Diploma of Public Safety (Emergency Management)
- PUA60519 Advanced Diploma of Public Safety (Firefighting Management)
- PUA80119 Graduate Diploma of Crisis Leadership

These qualifications are aligned to specific occupational outcomes within the fire sector and are currently utilised by agencies to develop operational leadership capability. While they contain operational team leadership skills and knowledge relevant to incident response and supervision, their focus remains on hazard-specific and response-driven contexts.

5.2 Transferable Skills Mapping

Each of the competencies deemed as **transferable** were mapped against existing training package products. A range of potential options have been identified to meet these competencies and typically fall within the *PUA Public Safety Training Package* or the *BSB Business Services Training Package*. This mapping identified potential training products to address competency requirements and potential areas to streamline training products to support the *Unlocking the Potential of VET Priorities* report.

Refer to [Appendix C: Competency Mapping](#) for the full analysis of these qualifications.



Consultation and Validation

Leadership themes and associated competencies identified by the working group were made available to stakeholders to ensure these met the capability requirements of non-operational volunteer leaders. This was facilitated through in-person and online workshops. To support the participation of different volunteer cohorts, selected online workshops were conducted outside of business hours. Throughout these consultations, minor amendments were suggested to the competencies. These were embedded within the presented competencies in [Section 4.2](#).

In addition, a range of insights were shared that highlighted the importance of volunteer leaders and outlined some of the industry-specific nuances to the competencies presented. The following themes were consistently raised throughout consultation:



1

Supporting Recruitment and Retention

Stakeholders noted that recruitment and retention are influenced by changing patterns in volunteer availability and participation. They indicated that leadership capabilities that foster engagement and continuity would help volunteers to remain involved over time.

2

Resolving Conflicts

Stakeholders reported that conflict management is a regular component of volunteer leadership and that a leader's knowledge of organisational procedures and processes would help support timely issue resolution and support the retention of members.

3

Inclusive Leadership

Stakeholders advised that references to diversity should recognise the range of backgrounds and circumstances represented across volunteer groups. They noted that leadership capabilities that support inclusion help maintain participation and engagement.

4

Conduit for Communities

Stakeholders observed that volunteer leaders often act as a liaison between agencies and communities in communication and engagement activities. Highlighting that volunteer leaders have lots of influence in how key messages regarding emergency preparedness is communicated to communities.

5

Supporting Team Wellbeing

Stakeholders highlighted the need for leaders to understand the factors that influence volunteer wellbeing and the importance of applying established processes that support volunteers. A focus on wellbeing capabilities reflects a commitment from agencies to supporting volunteers across all stages of their service.

Findings and Recommendations

The findings summarise the areas where current training products align with, or differ from, the non-operational leadership capability requirements identified through analysis and consultation. They form the basis for the recommendations that will be progressed through a technical committee for consideration of updates to the *PUA Public Safety Training Package*.

Finding 1

Existing non-operational volunteer leadership qualifications within the PUA Public Safety Training Package could be stronger aligned to the competencies required by Volunteer Fire and Emergency Service leaders.

The analysis identified misalignment between current qualifications and the non-operational leadership capability requirements expected of volunteer leaders. While the *PUA40219 Certificate IV in Public Safety (SES Leadership)* addresses some components, it does not cover areas such as wellbeing, inclusion, community engagement and decision-making. The review showed that several leadership capability requirements are only partially addressed across existing units and packaging rules. There is a need to update relevant qualifications to ensure they reflect the full set of non-operational leadership capabilities required of volunteer leaders.

Finding 2

Volunteer Fire and Emergency Service leaders are uniquely positioned to support engagement, retention and wellbeing practices of the volunteer workforce.

The analysis confirmed that 35 out of 40 of the identified non-operational volunteer leadership competencies align to transferable skills that are applicable beyond this industry-sector. Capabilities such as communication, decision making, supporting people, building teams and leading change are highly valued across industries, yet are not consistently recognised. There is a need to support the recognition of volunteer leader's skills and career mobility into other industries.

Finding 3

Volunteer Fire and Emergency Service leaders' non-operational volunteer leadership capabilities are not acknowledged by other industries, affecting career mobility.

National declines in volunteer recruitment and retention present significant challenges for the sector. Improving visibility and portability of these competencies would support workforce mobility and enable volunteer leadership experience to be acknowledged in broader employment and learning pathways. The analysis identified that current qualifications only partially cover these functions. There is a need to update the non-operational volunteer leadership qualifications.

Finding 4

Volunteer leaders play a key role in community engagement and communications during emergencies and disasters.

Volunteer leaders contribute to communication and engagement activities with communities across preparedness, response and recovery. The analysis showed that current qualifications only partially address engagement and communication requirements within non-operational roles. There is a need to assess non-operational leadership qualifications to confirm the coverage of engagement and communication units, identify gaps requiring development or review, and determine whether relevant content should be included as core or elective unit of competency.

Recommendations

The *Training Package Organising Framework (TPOF)* is the departmental policy of the Department of Employment and Workplace relations (DEWR) that outlines requirements to update Training Package products. Requirements within the TPOF include the establishment of a Technical Committee composing of subject matter experts, educational experts, state and territory government representatives to provide advice on the design of training products for Jobs and Skills Councils to incorporate within the design of products.

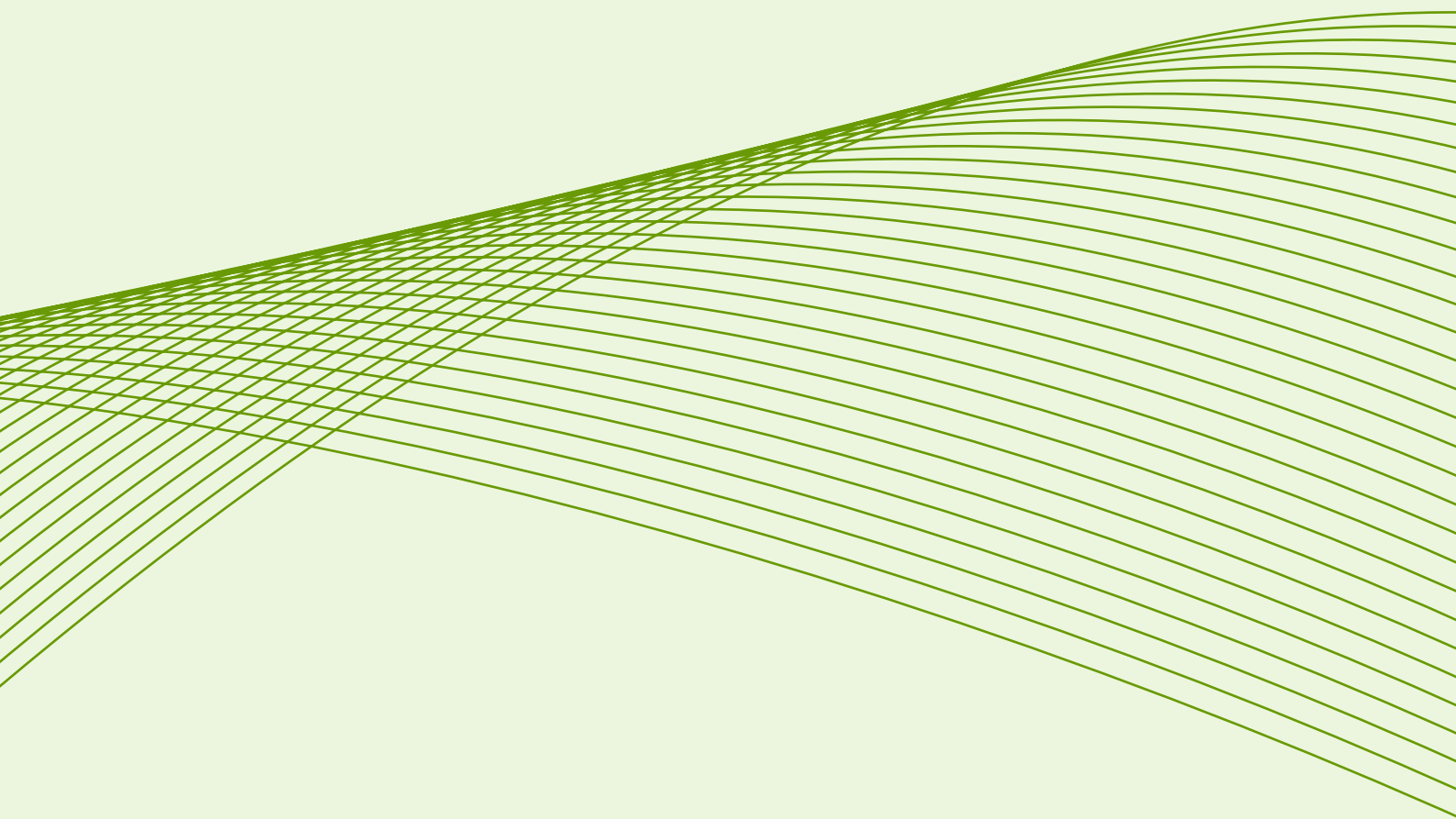
The recommendations, as per section 1.2, is proposed to be actioned by a Technical Committee to address in *Phase 2 of the Volunteer Leadership project*.

7.1 Next Steps

This report will be submitted to the Department of Employment and Workplace relations (DEWR). Any subsequent actions arising from the findings and recommendations will be considered by Public Skills Australia, with future Training Product Development project proposals submitted to DEWR for approval.



Appendices



Appendix A: Volunteer Leadership Working Group

Organisation	Position/Role	State/Territory
ACT Community Fire Units	Operational Members	ACT
Country Fire Authority (CFA)	Program Manager - Volunteer Leadership Development	VIC
	Senior Manager/Sustainable Volunteerism	VIC
	CFA Team Leader/VIC SES Unit Controller	VIC
Department of Fire and Emergency Services (DFES)	Assistant Director/Strategic Volunteer and Youth Programs	WA
	Acting Manager/Strategic Volunteer and Youth Programs	WA
Department of Police, Fire and Emergency Management (DPFEM)	Acting Program Manager/Volunteer Strategy	TAS
Police, Fire and Emergency Services (PFES)	Acting Senior Station Officer	NT
Queensland State and Emergency Services	Manager/Training and Capability Development	QLD
Rural Fire Service (RFS)	Acting Manager/Professional Development	NSW
	Acting Supervisor/Learning Design	NSW
South Australia State and Emergency Services	Manager/Training and Organisational Development	SA
	Acting Program Manager/Volunteer Strategy	SA
Surf Life Saving (SLS)	General Manager/Culture and Capability	NSW
Victoria State and Emergency Services	Senior Organisational Development Adviser	VIC

Appendix B: Qualification Analysis

The following analysis of qualifications provides information on potential suitability of existing qualifications when assessed against identified volunteer leadership requirements. **Note:** 2024 (unless otherwise noted) is the most recent release of data from NCVET and has been used to inform the analysis.

PUA40219 Certificate IV in Public Safety (SES Leadership)

The qualification is designed for experienced community, volunteer and emergency service agency personnel to develop the knowledge and skills required to lead in emergency response situations. This qualification's units of competency fulfill the requirements to perform a range of activities associated with leading teams and partially aligns with non-operational volunteer leadership. Endorsed in 2019 as a replacement of the prior version (*PUA40212 Certificate IV in Public Safety (SES)*), the third and current release of this qualification occurred in December 2022.

Alignment to non-operational volunteer leadership requirements

- Partial alignment with non-operational volunteer leadership with the qualification packaging rules.
- Key gaps include areas of mental health support, managing team level conflicts and ethical decision making.
- Qualification is agency specific to SES and is not currently suitable for cross agency requirements.

Key gaps in qualification alignment

- Supporting team member wellbeing and psychological safety
- Knowledge and application of inclusive practices
- Community engagement
- Decision making

Enrolments 2024	Completions 2024	ANZSCO	Taxonomy – Occupation
0	0	Emergency Service Worker	State Emergency Service Team Leader

PUA41019 Certificate IV in Public Safety (Leadership)

The *PUA41019 Certificate IV in Public Safety (Leadership)* is designed for emergency services and public safety personnel who undertake work in collaborative leadership roles. This qualification shares four of its five core units of competency with the *PUA40219 Certificate IV in Public Safety (SES Leadership)*, and offers as a technical elective *PUATEA003 Lead, manage and develop teams*. Moreover, the core unit *PUACOM001 Communicate in the workplace*, attends to competencies that were categorised under the Communicate and Influence leadership theme identified and developed by the working group. In this regard, the qualification partially maps to skills needs.

Alignment to non-operational volunteer leadership requirements

- Partial alignment with non-operational volunteer leadership with the qualification packaging rules.
- Key gaps include areas of wellbeing requirements, mental health first aid techniques and supporting workforce volunteers.

Enrolments 2023*	Completions 2023*	ANZSCO	Taxonomy – Occupation
5	5	Emergency Service Worker	State Emergency Service Team Leader

*2023 is the last year with data reported. No data reported for 2024.

PUA40319 Certificate IV in Public Safety (Firefighting Supervision)

The *PUA40319 Certificate IV in Public Safety (Firefighting Supervision)* offers specialised training for leading firefighting teams and supervising personnel at incidents. Endorsed in 2019, it replaced the *PUA40313 Certificate IV in Public Safety (Firefighting Supervision)*. This qualification delivers a range of leadership skills through both core and elective units of competency. Yet in being dedicated to operational leadership capabilities that align with bespoke firefighting operational outcomes, this qualification does not meet the remit of the Skills Review to strengthen non-operational volunteer leadership capability.

Alignment to non-operational volunteer leadership requirements

- Qualification does not align with needs of volunteer leadership requirements as it is aligned with current operational firefighting leadership requirements.

Enrolments 2024	Completions 2024	ANZSCO	Taxonomy – Occupation
1,105	575	Fire Fighter	Firefighting Supervisor



PUA80119 Graduate Diploma of Crisis Leadership

The *PUA80119 Graduate Diploma of Crisis Leadership (operational)* is intended to provide participants with the knowledge and skills to lead in a crisis. Content is designed to build on the significant knowledge and experience of those working in emergency management leadership roles across various settings. Learners enrolled in this qualification perform roles that have them undertake research and risk assessments, audit programs, write reports, and make high-level judgements about organisational needs, among a suite of strategic responsibilities. All electives of the *Graduate Diploma* are Business Service Training Package (BSB) units of competency, while the entry requirements are likely to preclude large segments of the training cohort. Pre-requisites are an undergraduate degree, an advanced diploma in a relevant field of study with a minimum of two years' work experience, or five years' workplace experience that includes leadership and management responsibility. Hence, the unsuitability of this qualification to help deliver the objectives of the Skills Review.

Alignment to non-operational volunteer leadership requirements

- Qualification does not align with volunteer leadership requirements.

Enrolments 2024	Completions 2024	ANZSCO	Taxonomy – Occupation
15	15	Emergency Service Worker	Emergency Manager

*2023 is the last year with data reported. No data reported for 2024.

PUA31422 Certificate III in Public Safety (Community Safety)

This qualification prepares people to support and deliver community safety programs which aim to improve community resilience, wellbeing and awareness of risks. While this qualification is part of the PUA Public Safety Training Package and targeted at those working in the Fire and Emergency Services industry-sector, the qualification is focussed on providing information to the community, not to members of the public safety team.

Alignment to non-operational volunteer leadership requirements

- Qualification does not align with volunteer leadership requirements as it is focussed on community support.

Enrolments 2024	Completions 2024	ANZSCO	Taxonomy – Occupation
100	10	Emergency Service Worker	Community Safety Coordinator

PUA41120 Certificate IV in Public Safety (Community Safety)

Similar to above, this qualification is focused on providing information from a public safety organisation, outwards to the community. This qualification builds on the skills and knowledge attained in *PUA31422 Certificate III in Public Safety (Community Safety)*.

Alignment to non-operational volunteer leadership requirements

- Qualification does not align with volunteer leadership requirements as it is focused on community support.

Enrolments 2024	Completions 2024	ANZSCO	Taxonomy – Occupation
0 (No data reported)	0 (No data reported)	Emergency Service Worker	No Specific Job Role

PUA51019 Diploma of Public Safety (Community Safety)

This qualification is targeted at members of public safety and emergency services to provide them with the skills and knowledge to coordinate public safety programs to strengthen community resilience, health and wellbeing.

Alignment to non-operational volunteer leadership requirements

- This qualification does not align with volunteer leadership requirements due to the high-level coordination activities and the outward provision of information to the community.

Enrolments 2024	Completions 2024	ANZSCO	Taxonomy – Occupation
0 (No data reported)	0 (No data reported)	Protective Service Workers	Community Safety Manager

PUA60719 Advanced Diploma of Public Safety (Community Safety)

Building on the skills and knowledge attained in the qualification(s) above, this qualification further develops candidates' function in strategically managing community safety programs. It includes high level planning, coordination and oversight of initiatives to strengthen community resilience.

Alignment to non-operational volunteer leadership requirements

- This qualification does not align with the volunteer leadership requirements due to the outward provision of information to the community.
- This qualification's pre-requisites are targeted too high.
- The qualification is targeted at senior emergency services and public safety personnel, which is too high for the wider volunteer leadership audience.

Enrolments 2024	Completions 2024	ANZSCO	Taxonomy – Occupation
0 (No data reported)	0 (No data reported)	Protective Service Workers	Emergency Manager

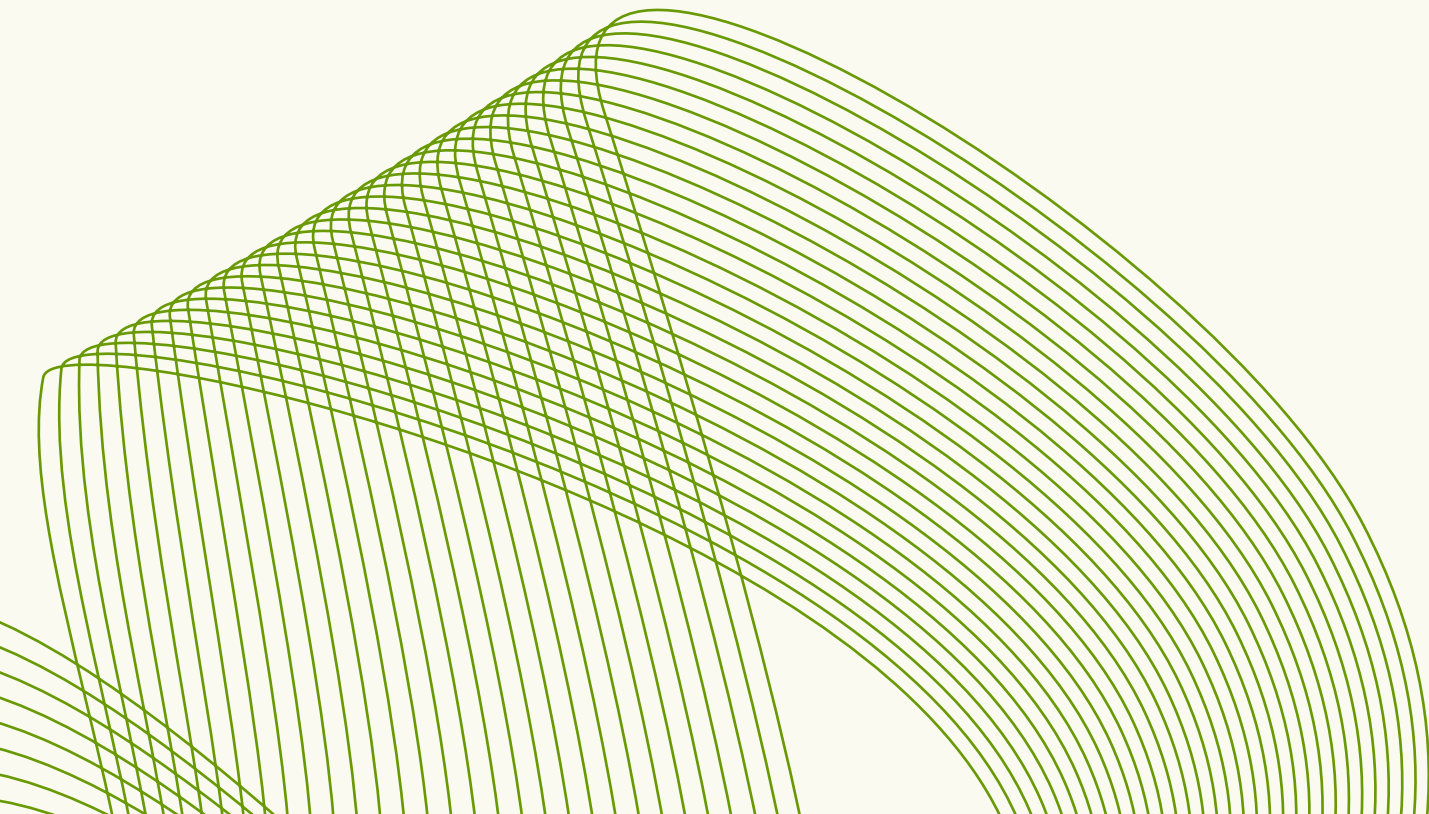
BSB40520 Certificate IV in Leadership and Management

Further contextualisation was achieved through the review of the *BSB40520 Certificate IV in Leadership and Management*, which is accredited by the Australian Qualification Framework (AQF), but external to PUA Training Packages. Enrolments in this qualification increased from 90 in 2020 (the year it was endorsed) to 18,420 in 2024, with completions increasing from 490 in 2021 to 5,120 in 2024. The growing appeal of the *BSB40520 Certificate IV in Leadership and Management* can in part be attributed to its broad application to emerging leaders and managers working in a range of enterprise and industry contexts.

Alignment to non-operational volunteer leadership requirements

- Qualification does not align with operating environment or identified requirements identified by the working group.

Enrolments 2024	Completions 2024	ANZSCO	Taxonomy – Occupation
18,420	5,120	Office Manager	Coordinator (Business Operations), Distribution Centre Supervisor, Freight Administrative Supervisor, Frontline Sales Manager, Leading Hand, Line Manager, Production Supervisor, Sales Team Manager, Supervisor, Team Leader, Warehouse Team Leader



Appendix C: Competency Mapping

Theme 1: Lead Self					
Competency ID	Competency (Volunteer Leadership Requirement)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
1.1	Comply with organisational standards when completing tasks and maintain required work practices	Transferable Skill	PUATEA002	Work autonomously	Meets
1.2	Make decisions and take actions that comply with organisational values and ethical requirements	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
1.3	Reprioritise tasks to address competing priorities and achieve organisational outcomes	Transferable Skill	PUAMAN005	Manage projects	Partially meets
1.4	Deploy mental health first aid techniques to manage own stress and assist others in high-pressure situations	Sector Specific	PUARCV001	Provide psychological first aid	Meets
1.5	Include sustainability requirements when making decisions about work processes and outcomes	Transferable Skill	PUACOM015	Conduct community safety activities	Partially meets

Theme 2: Values-based Leadership

Competency ID	Competency (Volunteer Leadership Requirement)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
2.1	Demonstrate consistency and transparently when interacting with others to build trust	Transferable Skill	PUATEA003	Lead, manage and develop teams	Partially meets
2.2	Acknowledge individual contributions and treat people according to organisational standards	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
2.3	Create inclusive environments that support participation and contribution	Transferable Skill	PUATEA003	Lead, manage and develop teams	Partially meets
2.4	Adapt communication and behaviour to respect diverse cultural contexts	Transferable Skill	PUACOM005	Foster a positive organisational image in the community	Meets
2.5	Identify organisational values and embed them within communication with team members	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
2.6	Identify and promote the motivations for volunteering within a team environment	Transferable Skill	PUATEA003	Lead, manage and develop teams	Does not meet

Theme 3: Communicate and Influence

Competency ID	Competency (Volunteer Leadership Requirement)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
3.1	Deliver information to colleagues, stakeholders, and the community in a clear and concise manner	Transferable Skill	PUACOM007	Liaise with other agencies	Meets
3.2	Use active listening techniques and respond to confirm understanding	Transferable Skill	PUACOM007	Liaise with other agencies	Partially meets
3.3	Give and accept feedback using agreed processes to support performance improvement	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
3.4	Present ideas persuasively and adapt messages to meet audience requirements	Transferable Skill	PUACOM010	Promote the organisation's mission and services	Partially meets
3.5	Comply with communication protocols when representing and promoting the organisation	Transferable Skill	PUACOM010	Promote the organisation's mission and services	Meets
3.6	Address publicity and perceptions using strategies	Transferable Skill	PUACOM005	Foster a positive organisational image in the community	Meets
3.7	Represent and advocate for the interests of team members in appropriate organisational forums	Sector Specific	PUATEA003	Lead, manage and develop teams	Partially meets
3.8	Develop plans to achieve goals and objectives of external community stakeholders	Sector Specific	PUAEMR020	Coordinate emergency planning	Meets

Theme 4: Decision Making and Judgement

Competency ID	Competency (Volunteer Leadership Requirement)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
4.1	Make decisions using evidence and within required timeframes to balance operational and strategic priorities	Sector Specific	PUATEA006	Lead a functional unit at an incident	Does not meet
4.2	Assess risks, options, and consequences prior to acting	Transferable Skill	PUAEMR005	Treat operational risk	Partially meets
4.3	Allocate and organise resources to meet agreed objectives	Transferable Skill	PUAMAN005	Manage projects	Meets
4.4	Assign tasks to team members to support capability development and achieve outcomes	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
4.5	Demonstrate ability to collaborate and seek feedback in the decision-making process	Transferable Skill	PUAMAN006	Manage and facilitate change	Partially meets
4.6	Seek out and consider diverse perspectives prior to decision making	Transferable Skill	PUAMAN006	Manage and facilitate change	Partially meets

Theme 5: Developing and Supporting People

Competency ID	Competency (Volunteer Leadership Requirement)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
5.1	Provide coaching and mentoring to support skill development and professional growth	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
5.2	Manage conditions to allow individuals to contribute ideas and encourage participation	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
5.3	Identify areas of development and support required for individual team members	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
5.4	Develop a plan to meet the development requirements of team members	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
5.5	Acknowledge achievements and encourage ongoing improvement	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets

Theme 6: Building and Developing Teams

Competency ID	Competency (Volunteer Leadership Requirement)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
6.1	Set clear expectations and monitor team performance to maintain accountability	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
6.2	Coordinate activities with internal and external partners to achieve agreed outcomes	Transferable Skill	PUACOM007	Liaise with other agencies	Meets
6.3	Resolve conflicts by addressing issues and applying agreed resolution processes	Transferable Skill	PUATEA003	Lead, manage and develop teams	Meets
6.4	Create conditions that ensure team members feel valued, included, and culturally safe	Sector Specific	PUATEA003	Lead, manage and develop teams	Partially meets
6.5	Identify and address barriers to participation or performance using intersectional awareness	Transferable Skill	PUATEA003	Lead, manage and develop teams	Partially meets
6.6	Manage available resources to achieve organisational outcomes	Transferable Skill	PUAMAN005	Manage projects	Partially meets

Theme 7: Leading Change and Innovation

Competency ID	Competency (Volunteer Leadership Requirement)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
7.1	Communicate change vision, involve stakeholders and provide support during transition	Transferable Skill	PUAMAN006	Manage and facilitate change	Meets
7.2	Demonstrate flexibility and encourage others to adopt new approaches	Transferable Skill	PUAMAN006	Manage and facilitate change	Meets
7.3	Align team goals and activities with organisational strategic priorities	Transferable Skill	PUAMAN006	Manage and facilitate change	Meets
7.4	Identify areas of challenge for members and implement mitigation strategies to support change requirements	Transferable Skill	PUAMAN006	Manage and facilitate change	Partially meets

External Training Packages

Theme 1: Lead Self					
Competency ID	Leadership Competency (From Appendix A)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
1.1	Comply with organisational standards when completing tasks and maintain required work practices	Transferable Skill	BSBWHS412	Assist with workplace compliance with WHS laws	Partially meets
1.2	Make decisions and take actions that comply with organisational values and ethical requirements	Transferable Skill	BSBLDR411	Demonstrate leadership in the workplace	Partially meets
1.3	Reprioritise tasks to address competing priorities and achieve organisational outcomes	Transferable Skill	BSBOPS502	Manage business operational plans	Partially meets
1.4	Deploy mental health first aid techniques to manage own stress and assist others in high pressure situations	Transferable Skill	BSBPEF502	Develop and use emotional intelligence	Partially meets
1.5	Include sustainability requirements when making decisions about work processes and outcomes	Transferable Skill	BSBSUS511	Develop workplace policies and procedures for sustainability	Meets

Theme 2: Values-based Leadership

Competency ID	Leadership Competency (From Appendix A)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
2.1	Demonstrate consistency and transparently when interacting with others to build trust	Transferable Skill	BSBLDR523	Lead and manage effective workplace relationships	Partially meets
2.2	Acknowledge individual contributions and treat people according to organisational standards	Transferable Skill	BSBLDR522	Manage people performance	Partially meets
2.3	Create inclusive environments that support participation and contribution	Transferable Skill	BSBLDR523	Lead and manage effective workplace relationships	Partially meets
2.4	Adapt communication and behaviour to respect diverse cultural contexts	Transferable Skill	BSBLDR523	Lead and manage effective workplace relationships	Partially meets
2.5	Identify organisational values and embed them within communication with team members	Transferable Skill	BSBLDR411	Demonstrate leadership in the workplace	Meets
2.6	Identify and promote the motivations for volunteering within a team environment	Transferable Skill	BSBTWK502	Manage team effectiveness	Does not meet

Theme 3: Communicate and Influence

Competency ID	Leadership Competency (From Appendix A)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
3.1	Deliver information to colleagues, stakeholders, and the community in a clear and concise manner	Transferable Skill	BSBCMM511	Communicate with influence	Meets
3.2	Use active listening techniques and respond to confirm understanding	Transferable Skill	BSBLDR523	Lead and manage effective workplace relationships	Partially meets
3.3	Give and accept feedback using agreed processes to support performance improvement	Transferable Skill	BSBLDR522	Manage people performance	Meets
3.4	Present ideas persuasively and adapt messages to meet audience requirements	Transferable Skill	BSBCMM511	Communicate with influence	Meets
3.5	Comply with communication protocols when representing and promoting the organisation	Transferable Skill	CHCCOM003	Develop workplace communication strategies	Partially meets
3.6	Address publicity and perceptions using strategies that maintain organisational reputation	Transferable Skill	CHCCOM003	Develop workplace communication strategies	Partially meets
3.7	Represent and advocate for the interests of team members in appropriate organisational forums	Transferable Skill	BSBLDR523	Lead and manage effective workplace relationships	Partially meets
3.8	Develop plans to achieve goals and objectives of external community stakeholders	Transferable Skill	BSBPMG430	Undertake project work	Partially meets

Theme 4: Decision Making and Judgement

Competency ID	Leadership Competency (From Appendix A)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
4.1	Make decisions using evidence and within required timeframes to balance operational and strategic priorities	Transferable Skill	BSBCRT611	Apply critical thinking for complex problem solving	Partially meets
4.2	Assess risks, options, and consequences prior to acting	Transferable Skill	BSBOPS504	Manage business risk	Meets
4.3	Allocate and organise resources to meet agreed objectives	Transferable Skill	BSBOPS502	Manage business operational plans	Meets
4.4	Assign tasks to team members to support capability development and achieve outcomes	Transferable Skill	BSBLDR522	Manage people performance	Partially meets
4.5	Demonstrate ability to collaborate and seek feedback in the decision-making process	Transferable Skill	BSBLDR411	Demonstrate leadership in the workplace	Meets
4.6	Seek out and consider diverse perspectives prior to decision making	Transferable Skill	BSBCRT611	Apply critical thinking for complex problem solving	Partially meets

Theme 5: Developing and Supporting People

Competency ID	Leadership Competency (From Appendix A)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
5.1	Provide coaching and mentoring to support skill development and professional growth	Transferable Skill	BSBSTR502	Facilitate continuous improvement	Partially meets
5.2	Manage conditions to allow individuals to contribute ideas and encourage participation	Transferable Skill	BSBSTR502	Facilitate continuous improvement	Partially meets
5.3	Identify areas of development and support required for individual team members	Transferable Skill	BSBLDR522	Manage people performance	Meets
5.4	Develop a plan to meet the development requirements of team members	Transferable Skill	BSBLDR522	Manage people performance	Partially meets
5.5	Acknowledge achievements and encourage ongoing improvement	Transferable Skill	BSBLDR411	Manage people performance	Meets

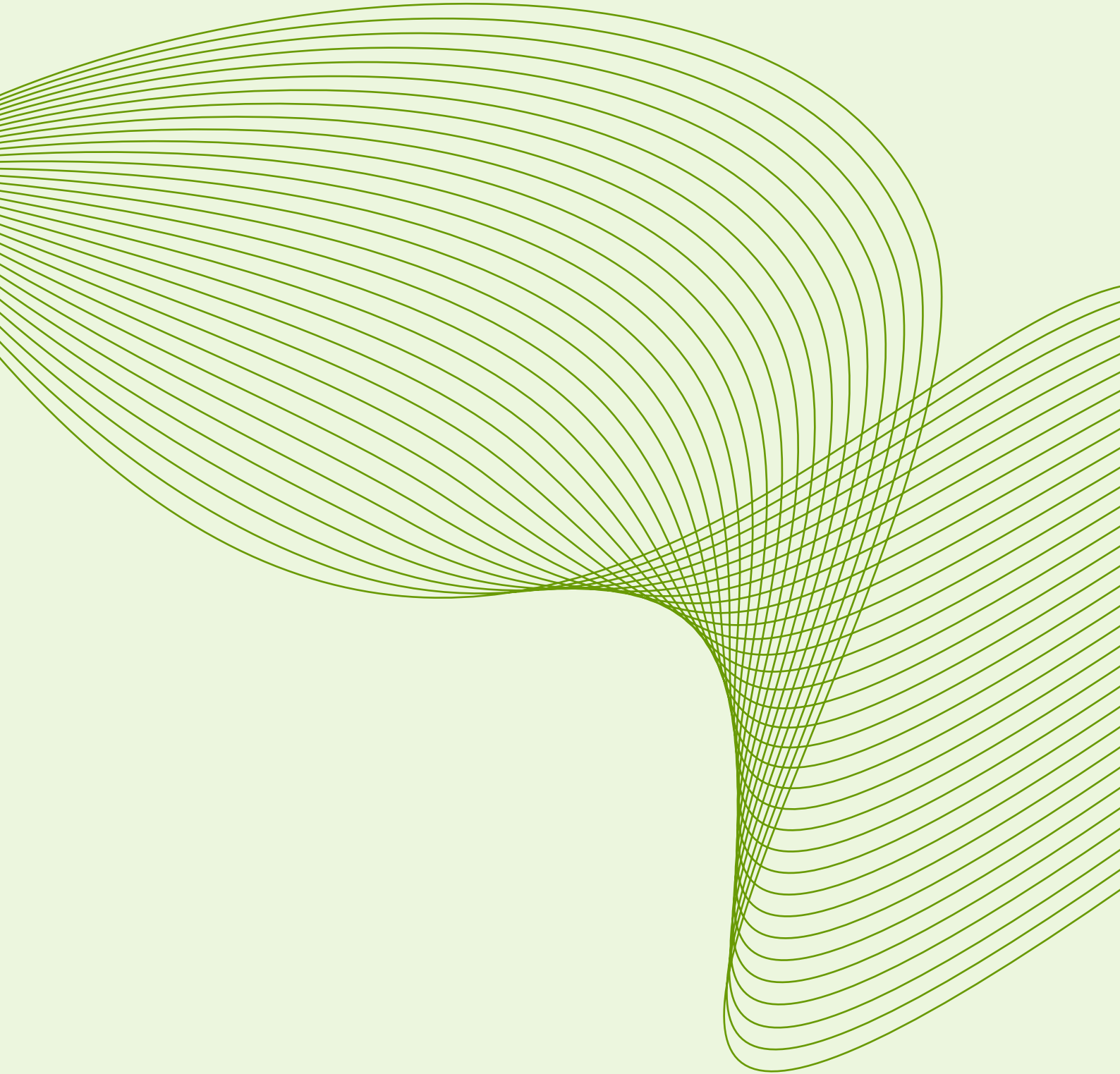
Theme 6: Building and Developing Teams

Competency ID	Leadership Competency (From Appendix A)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
6.1	Set clear expectations and monitor team performance to maintain accountability	Transferable Skill	BSBTWK502	Manage team effectiveness	Meets
6.2	Coordinate activities with internal and external partners to achieve agreed outcomes	Transferable Skill	BSBPMG430	Undertake project work	Partially meets
6.3	Resolve conflicts by addressing issues and applying agreed resolution processes	Transferable Skill	BSBLDR523	Lead and manage effective workplace relationships	Meets
6.4	Create conditions that ensure team members feel valued, included, and culturally safe	Transferable Skill	BSBLDR523	Lead and manage effective workplace relationships	Partially meets
6.5	Identify and address barriers to participation or performance using intersectional awareness	Transferable Skill	BSBLDR523	Lead and manage effective workplace relationships	Does not meet
6.6	Manage available resources to achieve organisational outcomes	Transferable Skill	BSBOPS502	Manage business operational plans	Meets

Theme 7: Leading Change and Innovation

Competency ID	Leadership Competency (From Appendix A)	Transferable Skill/Sector Specific	Unit Code	Unit Title	Coverage
7.1	Communicate change vision, involve stakeholders and provide support during transition	Transferable Skill	BSBLDR601	Lead and manage organisational change	Meets
7.2	Demonstrate flexibility and encourage others to adopt new approaches	Transferable Skill	BSBLDR601	Lead and manage organisational change	Partially meets
7.3	Align team goals and activities with organisational strategic priorities	Transferable Skill	BSBOPS502	Manage business operational plans	Partially meets
7.4	Identify areas of challenge for members and implement mitigation strategies to support change requirements	Transferable Skill	BSBLDR601	Lead and manage organisational change	Meets





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