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| **L4 6** | **Demonstrate and promote professional and ethical behaviour in a leadership activity**  |

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| **Kaupae |** Level | 4 |
| **Whiwhinga |** Credit | 5 |
| **Whāinga |** Purpose | This skill standard is intended for people looking to build their leadership skills to lead people and manage processes efficiently and effectively. This skill standard will provide learners with the knowledge and skills to demonstrate and promote professional and ethical behaviour in a leadership activity. This skill standard can be used in a range of qualifications and micro-credentials where there is a requirement of demonstrating and promoting professional and behaviours in a leadership activity.  |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes  | **Paearu aromatawai |** Assessment criteria |
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| 1. Demonstrate professional and ethical behaviours and use self-reflection to evaluate the impact of behaviours in a leadership activity.
 | 1. Explain how own professional and ethical behaviours align with organisational values.
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| 1. Demonstrate professional and ethical behaviours to a leadership activity.
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| 1. Use self-reflection to evaluate the impact of own professional and ethical behaviour of the activity on the organisation and/or team.
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| 1. Promote and evaluate the impact of professional and ethical behaviours within an organisation and/or team.
 | 1. Explain methods of promoting professional and ethical behaviours in an organisation and/or team.
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| 1. Promote professional and ethical behaviours in a leadership activity.
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| 1. Evaluate the impact of promoting professional and ethical behaviour of the activity on the organisation and/or team.
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**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Activity must relate to leadership or management, may be a short term or long term, or repeated activity. It could be leading an individual or group, community, or project, and may include thought-leadership, leading an idea or kaupapa.

This skill standard may be assessed in a role where leadership is demonstrated, when appropriate situations arise, or in a training environment if simulated conditions are able to be provided that reflect the standards of a workplace and/or leadership context.

Evidence of assessment must reflect where applicable, any workplace policies and procedures such as standard operating procedures, safety procedures, equipment operating procedures, codes of practice, quality management practices and standards, procedures to comply with legislative and local body requirements.

Assessment materials should allow for learner, regional, cultural, or community contexts.
For example, a learner may wish to be assessed in a context that includes te ao Māori perspectives such as mātauranga, and tikanga specific to them.

The task or activity may relate to Te Tiriti o Waitangi. For guidance on Te Tiriti o Waitangi, please see [programme guidance documents](https://ringahora.nz/qualifications-and-assurance/programme-endorsement/programme-guidance-documents-for-providers-developing-programmes/).

*Definition*

*Assessment materials* refer to the assessment activities, judgement statements, learner evidence, model answers, and any other material that supports assessment to this standard.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Professional and ethical behaviour

* tikanga principles to guide behaviours
* cultural values and principles, ie: manaakitanga
* diversity and inclusion ie: tangata whaikaha- disabled people
* culture of care
* health, safety, and well-being
* Te Tiriti o Waitangi.

Methods to promote professional and ethical behaviour

* modelling behaviours
* promoting cultural awareness
* using frameworks
* addressing inappropriate behaviours
* communicating professional and ethical behaviours.

Explain how own professional and ethical behaviours align with organisational values

* values driven leadership and behaviour.

Internal reflection cycle

* accountability
* What is within your responsibility
* correct standard
* effectiveness
* impact on the organisation and/or team
* values
* continuous improvement.

Wider reflection

* empowerment (how have I empowered my team? For example, disagreements with decisions)
* enabling (are there barriers to helping or hindering my team?).

**Rauemi |** Resources

* Groundwork.org.nz - [Te Tiriti articles in practice](https://groundwork.org.nz/resources/te-tiriti-articles-in-practice/)
* Te Ara – [Principles of The Treaty of Waitangi](https://teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti-o-waitangi/page-1)
* Rolfe et al.’s (2001) Reflective Model (What? So what? Now what?)
* 3 stage reflection cycle.

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Services Workforce Development Council |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Business > Business Operations and Development > People Development and Coordination |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0112 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration  | 1 | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | N/A |
| **Rā arotake |** Planned review date | 2030  |

Please contact Ringa Hora Services Workforce Development Council at Qualifications@ringahora.nz to suggest changes to the content of this skill standard.