



Australian Government

Australian Public Service Commission

Candidate Skills Recognition Booklet

PSP50104 Diploma of Government

PSPGOV511A: Provide leadership



**NATIONALLY RECOGNISED
TRAINING**

Candidate Name:
Department/Agency:
Telephone:
Email:

Skills Recognition

This Booklet is designed for the recognition Candidate to initially self-assess against each element within the unit of competency. It is, however, recommended that the supervisor is involved in supporting the Candidate through the assessment of their skills.

While this Booklet addresses each of these competencies elements individually, they will be assessed together as a Unit of Competency or in conjunction with a number of Units.

This Booklet:

- ⇒ provides a framework to guide the Candidate in preparing their portfolio of evidence as a basis for recognition under the National Skills Framework for this Unit of Competency;
- ⇒ breaks the unit down into its component elements and addresses these in order. While the recognition process itself will be more holistic, the Booklet allows Candidates to address each element either in isolation or in combination with other elements or Units;
- ⇒ encourages the Candidate to identify evidence from within the workplace, if possible ;
- ⇒ contains a range statement that explains some of the terms in *italics* used in the Performance Criteria for each element;
- ⇒ provides examples of evidence and optional work based activities; and
- ⇒ includes a third party report template and a feedback form.

Candidates should familiarise themselves with the information contained in the Candidates Information Guide that can be downloaded from the Australian Public Service Commission's website: <http://www.apsc.gov.au/rto/>

More information about the Unit of Competency contained in this booklet is available from the National Training Information Service. A link to the unit is included on page 3 of this booklet.

Note: Evidence must be gathered over time in a range of contexts to ensure you can achieve the unit outcome and apply the competency in different situations and environments.

This Booklet can be downloaded from the Australian Public Service Commission website www.apsc.gov.au/rto/ and printed for completion by hand or electronic means. If there is insufficient space to record your input, please insert or attach additional pages. A completed **copy** of this booklet (with appropriate supporting evidence) can be submitted for recognition. This can lead to the awarding of a nationally recognised Statement of Attainment or a Qualification from the Australian Public Service Commission.

Introduction

This is an elective unit of competency in the PSP50104 Diploma of Government and covers achievement of operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace, be formed for a special purpose or project, or consist of community members, volunteers, interagency members, etc.. Being competent in this unit means being able to:

- ✓ Facilitate commitment to objectives and required standards
- ✓ Contribute to the development of a co-operative, high performance workgroup
- ✓ Give and receive feedback on performance
- ✓ Support and participate in development activities
- ✓ Provide leadership, direction and guidance in the workgroup

This is one of five units in the working in government key area that deal with working with others. If you feel this unit: **Provide leadership** is not appropriate to your skill level, please consider one of the Units below as an alternative.

- PSPGOV302B Contribute to workgroup activities
- PSPGOV404B Develop and implement work unit plans
- PSPGOV516A Develop and use emotional intelligence
- PSPGOV604A Foster leadership and innovation

Useful links

Unit of Competency: PSPGOV511A Provide leadership

<http://www.ntis.gov.au/Default.aspx?/trainingpackage/PSP04/unit/PSPGOV511A>

The National Training Information Service: <http://www.ntis.gov.au/>

The APSC Registered Training Organisation website: <http://www.apsc.gov.au/rto/>

Relationship to the Integrated Leadership System

This Unit of Competency underpins the following capabilities outlined in the Integrated Leadership System.

EL1 – Shapes strategic thinking

Inspires a sense of purpose and direction

EL1 – Cultivates productive working relationships

Guides, mentors and develops people

For further information

Please consult the Commission's [Candidate Information Guide](#) for additional information on the recognition process and how to request formal assessment and recognition by the Australian Public Service Commission.

Information for supervisors

As a supervisor you play an important role in assisting the Candidate to develop their knowledge and skills. By undertaking this recognition activity, the Candidate will be assessed against competencies developed by Government Skills Australia, the Industry Skills Council with responsibility for the public sector. By having their skills recognised, the Candidate is contributing to the identification of your organisation's intellectual capital.

As every organisation is different, you may be able to assist the Candidate identify the work requirements, work practices and knowledge relevant to your environment.

The Candidate is encouraged to complete the self-assessment checklist and identify appropriate evidence, which is then recorded in the 'supporting evidence list' section. Sample work-based activities have been included in the Booklet for the Candidate who is unable to identify sufficient evidence to address each competency and needs to produce further evidence of their skills and knowledge. The sample activities in the Booklet could be modified by the candidate and their supervisor to better suit individual workplace requirements and needs.

Third party reports

At the end of the booklet is a blank Third Party Report template. In some cases the candidate may require a confirmation statement from a third party. Supervisors, or other third parties, can complete these reports, where appropriate, which Candidates can then add these reports to their portfolio of evidence.

On completing their portfolio of evidence, Candidates can submit a **copy** of it to the Australian Public Service Commission for recognition. Once evidence is confirmed through the formal assessment process, a Statement of Attainment will be issued to the Candidate which can contribute to the awarding of a Diploma of Government qualification.

Benefits for Supervisors

The self assessment process will enable you and your staff to identify any gap between current Candidate skill levels and the skill levels required for the competency unit. This will assist you in determining if your staff are ready to undertake recognition or whether they may require additional training and/or development. Formal training can be an expensive and unnecessary option, especially if the Candidate can already demonstrate their existing skills and have them recognised.

Additionally, the assistance you provide the Candidate can be used as evidence for recognition of **your** skills against the *PSPGOV416A Monitor performance and provide feedback* and *PSPGOV510A Undertake and promote career management units* of competency.

Further information

If you have any questions, you can contact the National Recognition Coordinator on 02 6202 3787 or email your query to rto@apsc.gov.au.

Feedback

A feedback form template is included at the end of this Booklet. As we seek to continuously improve our processes, procedures and resource materials, we would appreciate your feedback as a supervisor. You can use a copy this template to detail your comments. If you provide feedback, consider keeping a copy of your submission as it supports *PSPGOV405B Provide Input to change processes*.

1 Facilitate commitment to objectives and required standards

This element requires:

- The organisation's vision, strategic objectives and required standards of performance are discussed and clarified with others in accordance with the needs, communication and learning styles of workgroup members
- Establishment of the purpose, objectives, roles and responsibilities in the **workgroup** is facilitated in accordance with organisational requirements and objectives
- Commitment to objectives and standards is modelled to provide leadership and develop workgroup commitment
- Equal employment opportunity, occupational health and safety, diversity management and participative work practices are modelled and promoted within the workgroup in accordance with **legislation, policy and procedures**

Text in **italics** is explained in the Range Statement on page 15 of the Booklet.

Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I discuss and clarify the organisation's vision, strategic objectives and required standards of performance with others in accordance with the needs, communication and learning styles of workgroup members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I facilitate the establishment of the purpose, objectives, roles and responsibilities in the workgroup in accordance with organisational requirements and objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I model commitment to objectives and standards to provide leadership and develop workgroup commitment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I model and promote equal employment opportunity, occupational health and safety, diversity management and participative work practices within the workgroup in accordance with legislation, policy and procedures ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Examples of evidence

The following list may provide guidance in identifying suitable evidence of your knowledge and skills.

- Minutes of meetings relating to the development or work group plans.
- Documentation prepared by the candidate that outlines the linkages between the workgroup and the broader organisation's vision, strategic objectives and standards of performance.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Facilitate commitment to objectives and required standards

Create a diagram or chart that depicts the organisation's strategic objectives and how these flow through the organisation to the workgroup, as a basis for obtaining workgroup commitment.

Use the following checklist to record details about this activity



Activity checklist

What are your organisation's strategic objectives?	
How did you discuss and clarify these with workgroup members?	
Where are the objectives, roles, responsibilities and standards for your workgroup documented?	
How do you model your commitment to these?	
How are equal employment opportunity, occupational health and safety, diversity management and participative work practices modelled and promoted in your workgroup?	

2 Contribute to the development of a co-operative, high performance workgroup

This element requires:

- Work contributions or suggestions are encouraged, acknowledged and considered constructively
- Workgroup members are supported to use, share and develop their skills according to work requirements
- **Work allocation** is facilitated within the group on the basis of current skills and development needs
- Implementation of new work practices is undertaken in consultation with workgroup members
- Conflict and other issues which affect the performance of the workgroup are resolved within the workgroup wherever possible, or referred in accordance with organisational policy and procedures



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I encourage, acknowledge and constructively consider work contributions or suggestions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I support workgroup members to use, share and develop their skills according to work requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I facilitate work allocation within the group on the basis of current skills and development needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I undertake implementation of new work practices in consultation with workgroup members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I resolve conflict and other issues which affect the performance of the workgroup within the workgroup wherever possible, or refer them in accordance with organisational policy and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- A workgroup business plan that includes:
 - Roles and responsibilities
 - Allocation of tasks
 - Key performance indicators
- List of the criteria used by you to allocate work tasks to your workgroup members
- Work plans showing work distribution, responsibilities, timelines



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Contribute to the development of a co-operative, high performance workgroup

Use the following checklist to analyse how your workgroup encourages and considers work contributions or suggestions.



Activity checklist

How do you encourage workgroup members to make suggestions or other work contributions?	
How are these contributions acknowledged and considered constructively?	
How are workgroup members encouraged and supported to use, share and develop their skills?	
How are the current skills and development needs of workgroup members taken into account when allocating work?	
What processes are followed to facilitate the implementation of new work practices?	
How are conflict and other issues which affect performance resolved?	
Third party confirmation:	Signature: Date:

3 Give and receive feedback on performance

This element requires:

- Feedback is obtained from others outside the workgroup on personal and workgroup performance, and open and constructive responses to feedback are given
- Regular constructive feedback on all aspects of work performance is gathered from and provided to the workgroup
- Performance is assessed and addressed in a fair and timely manner and where possible notable performance is recognised/rewarded in accordance with organisational policy and procedures
- Under-performance of self and others is addressed in accordance with relevant legislation, guidelines and procedures
- Feedback is used to continuously improve performance and outcomes



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I obtain feedback from others outside the workgroup on personal and workgroup performance, and give open and constructive responses to feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I gather regular constructive feedback from, and provide to, the workgroup, on all aspects of work performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I assess and address performance in a fair and timely manner and where possible recognise/reward notable performance in accordance with organisational policy and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I address under-performance of self and others in accordance with relevant legislation, guidelines and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I use feedback to continuously improve performance and outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- Completed performance appraisal, agreement or feedback documents
- Diary or file notes on performance feedback meetings or discussions with your workgroup and/or subordinate staff.

Note: Evidence provided against **PSPGOV519A Manage performance** may be relevant for this Unit/element.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Give and receive feedback on performance

Review workgroup (or own) activities for a given period to identify performance against objectives and seek external feedback on workgroup (or your) performance. Provide feedback to the workgroup on performance and complete the following checklist.



Activity checklist

What external feedback was obtained?	
What was the source of this feedback?	
What variation did you find between planned and actual performance?	
Were instances of notable performance, or under-performance identified?	Notable performance: Yes / No Under-performance: Yes / No
If yes, how were these instances addressed?	
What feedback was obtained from the workgroup as a result of the presentation?	
How was this feedback used to improve performance and outcomes?	

4 Support and participate in development activities

This element requires:

- An action plan to meet **individual** and group learning and development needs is developed, agreed and implemented
- Individuals are supported to identify their specific learning/development needs
- Workgroup members are encouraged and supported to take advantage of development opportunities in accordance with their needs and organisational requirements
- **Learning and development opportunities** are accessed to continuously improve own leadership skills and other identified development needs
- On-the-job learning opportunities are provided for in accordance with individual needs and to the required standard
- Workgroup members are encouraged and supported in applying new skills and knowledge in the workplace



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I develop, agree and implement an action plan to meet individual and group learning and development needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I support individuals are supported their specific learning/development needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I encourage and support workgroup members to take advantage of development opportunities in accordance with their needs and organisational requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I access learning and development opportunities to continuously improve own leadership skills and other identified development needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I provide on-the-job learning opportunities in accordance with individual needs and to the required standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I encourage and support workgroup members in applying new skills and knowledge in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- Records of workgroup participation in learning and/or development activities.
- Records identifying skills required to undertake specific tasks.
- Action plan prepared by you for the training/development needs of your workgroup, including any relevant skills audit and training needs analyses
- Reflective report on your own supervisory abilities and what you have done to ensure ongoing improvement in your ability to manage workgroups



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Support and participate in development activities

Develop an action plan to meet the learning and development needs of your workgroup and complete the following checklist.



Activity checklist

Who was involved in developing the action plan?	
Does the plan differentiate between individual and group learning and development needs?	
How are your learning and development needs identified within the plan?	
What learning and development opportunities are available to improve your leadership skills?	
What opportunities have you accessed to improve your leadership skills?	
What on-the-job learning opportunities are available within your work area?	
How have workgroup members accessed these opportunities?	
How have workgroup members been encouraged and supported in applying new skills and knowledge in the workplace?	

5 Provide leadership, direction and guidance in the workgroup

This element requires:

- Participative decision making is used routinely in developing, implementing and reviewing the work of the group and the distribution of responsibilities, where appropriate
- Opportunities and encouragement are given to workgroup members to develop new and innovative work practices and strategies
- Workgroup members are provided with the support, leadership, advice and policy direction necessary to perform work safely and effectively
- Tasks are allocated in accordance with the competencies of workgroup members, and autonomy and authority are delegated as appropriate
- Leadership and guidance strategies are varied to meet changing priorities and situations, and take into account the differing needs and skills of individuals and the requirements of the tasks and workplace



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I routinely use participative decision making in developing, implementing and reviewing the work of the group and the distribution of responsibilities, where appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I give opportunities and encouragement to workgroup members to develop new and innovative work practices and strategies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I provide workgroup members with the support, leadership, advice and policy direction necessary to perform work safely and effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I allocate tasks in accordance with the competencies of workgroup members, and autonomy and authority are delegated as appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I vary leadership and guidance strategies to meet changing priorities and situations, and take into account the differing needs and skills of individuals and the requirements of the tasks and workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- Minutes of workgroup meetings, or other documents, that shows the provision of support, leadership, advice and/or policy guidance to the workgroup.
- Workgroup plans showing individual's task allocations.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Provide leadership, direction and guidance in the workgroup

Identify opportunities, with your workgroup, to develop new and innovative work practices and/or strategies to improve outcomes or performance. Note: This activity can be undertaken in conjunction with the suggested activity for element three (3) above.

Use the following checklist to record details of this activity.



Activity checklist

How is participative decision making practiced within your workgroup?	
How are workgroup members encouraged to develop new and innovative work practices and strategies?	
How are the outcomes of these processes documented?	
What support, leadership, advice and policy direction do you provide to ensure work is performed safely and effectively?	
How are the competencies of workgroup members taken into account when allocating tasks?	
How do you vary leadership and guidance strategies to meet changing priorities and situations?	

Range statement

The following information is taken from the Unit of Competency as outlined in the Public Sector Training Package (PSP04).

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 italics in the Performance Criteria is explained here.

Workgroup may include

- an existing team
- business unit
- group formed for a special purpose or project
- group of community members
- volunteers
- interagency members
- client group, such as employees on a safety committee
- group of employers
- members of the public in a special interest group etc

Information affecting the workgroup/organisation may include

- legislation
- plans
- industrial awards and agreements
- organisation policies, plans, procedures and protocols
- performance management systems
- quality standards
- efficiency indicators

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - financial management acts
 - privacy legislation
 - equal employment opportunity, anti-discrimination and harassment legislation
 - occupational health and safety legislation
 - consumer legislation
 - environment legislation
- risk management guidelines
- ethics and accountability standards
- public sector standards
- fraud control standards
- government security standards
- organisational policy, procedures and protocols

Work allocation may include

- procedures and systems for team functioning
- procedures to identify development


requirements

Individual learning needs includes

- needs of self and others
- self-awareness

Learning and development opportunities may include

- formal course participation
- on-the-job training
- work experience
- staff exchanges
- mentoring
- coaching
- external study
- conference and seminar attendance
- induction
- job rotation
- projects
- secondment
- opportunities to act in higher positions

 **Third party report**

Third party reports provide supplementary evidence to support the recognition of your skills. Completed Third Party Reports can be referenced in your booklet and a copy placed in your portfolio of evidence. Copy this form if you require additional Reports. An electronic version in Microsoft Word format can be downloaded from <http://www.apsc.gov.au/rto/downloads.html>.

 **Candidate to complete:**

Dear <insert name of third party>,

In support of my seeking skills recognition I am requesting a third party report for the following Unit of Competency element.

<Candidate to write in element name>

I would appreciate your comments in relation to myself against the above criteria I would appreciate your return of the report to me on completion

Portfolio reference: _____

Candidate Name:.....Signature:.....

 **Third Party to complete:**

It would be appreciated if you could provide comments relating to the above-named Candidate for recognition against the criteria they have selected

Please provide your appraisal on the Candidate in the context of observed performance. Where possible please refer to relevant situations and examples of which you have observed or are aware.

Name:	Signature:
Position:	Date:
Relationship to Candidate: Indicate one (eg supervisor, manager, peer, other)	Duration: for months

If you have any queries about this process, please email the rto@apsc.gov.au
Additional information is available on the Australian Public Service Commission's RTO website:
<http://www.apsc.gov.au/rto/>

Feedback

The Australian Public Service Commission welcomes for comments, feedback and suggestions for improvement.

We hope you have had the opportunity to review this booklet and would especially appreciate your thoughts.

Please forward completed forms to:

National Recognition Coordinator
Level 5, 16 Furzer Street
PHILLIP ACT 2606
Facsimile: 02 6202 3799
Email: rto@apsc.gov.au

Please Note:

If you provide feedback, keep a copy for your evidence portfolio as it supports *PSPGOV405B Provide Input to change processes*.

Please tick / circle your answers

1. I found this Skill Recognition Booklet to be:

Difficult to use 1 2 3 4 5 Easy to use

2. What suggestions do you have to improve this Skills Recognition Booklet?

- 3 Other comments