



Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM303B Contribute to effective workplace relationships

Release: 1

BSBFLM303B Contribute to effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation.

This unit replaces BSBFLM303A Contribute to effective workplace relationships.

Frontline managers have a key role in contributing to efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

This unit is related to BSBFLM403B Implement effective workplace relationships.

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This unit is related to BSBFLM403B Implement effective workplace relationships.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Seek, receive and communicate information and ideas	<ul style="list-style-type: none">1.1 Information associated with the achievement of work responsibilities is collected from appropriate sources1.2 Ideas and information are communicated in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any special needs1.3 Contributions from internal and external sources are sought and valued in developing and refining new ideas and approaches within organisational processes1.4 Consultation process allows employees to contribute to issues related to their work, and the outcomes of consultation are promptly made known to the work team1.5 Issues raised are dealt with and resolved promptly or referred to relevant personnel
2 Encourage trust and confidence	<ul style="list-style-type: none">2.1 People are treated with integrity, respect and empathy2.2 Effective relationships are encouraged within the framework of the organisation's social, ethical and business standards2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance2.4 Interpersonal styles and methods are adjusted to the

- organisation's social and cultural environment
- | | | | |
|---|---|-----|--|
| 3 | Identify and use networks and relationships | 3.1 | Workplace networks are identified and used to help build relationships |
| | | 3.2 | Value of networks and other work relationships is recognised in providing benefits for the team and the organisation |
| 4 | Contribute to positive outcomes | 4.1 | Difficulties are identified and action is taken within own level of responsibility to rectify the situation according to organisational and legal requirements |
| | | 4.2 | Colleagues are supported in resolving work difficulties |
| | | 4.3 | Workplace outcomes are regularly reviewed and improved in consultation with relevant personnel |
| | | 4.4 | Poor work performance is identified and action is taken within own level of responsibility according to organisational policies |
| | | 4.5 | Conflict is dealt with constructively within the organisation's established processes |

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to gather information, communicate with relevant personnel, and establish and maintain positive work relationships. They must be able to develop trust and confidence within the work team and resolve problems and conflicts effectively and efficiently.

Specific Evidence Requirements

Required knowledge and understanding include:

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
a general understanding of the principles and techniques associated with relationship management:

- developing trust and confidence
- behaving consistently in work relationships
- identifying the cultural and social environment
- identifying and assessing interpersonal styles
- establishing networks
- identifying and resolving problems
- handling conflict
- managing poor work performance
- monitoring and improving work relationships
- using anti-discrimination/bias strategies and making contributions

Required skills and attributes include:

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

relationship management and communication skills to:

- interpret information from a variety of people
 - respond to unexpected demands from a range of people
 - gain the trust and confidence of colleagues
 - deal with people openly and fairly
 - forge effective relationships with internal and/or external people
- functional literacy skills to access and use workplace information
coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks. The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

ensuring that appropriate work based information is shared with individuals and members of the work team and that lines of communication are maintained with all stakeholders

Collecting, analysing and organising information (2)

supporting work responsibilities and assisting in day-to-day planning

Planning and organising activities (2)

building networks and contributing to positive outcomes

Working in a team (2)

supporting and developing individual and team performance

Using mathematical ideas and techniques (1)

using these to assist in improving individual and team performance

Solving problems (2)

aiding decision making and conflict situations

Using technology (1)

assisting in researching information appropriate to individual and team development

Innovation skills (1)

developing networks and building team relationships

Products that could be used as evidence include:

documentation produced when working in a team, and with networks, such as:

- OHS records, including records of consultation
- work plans and schedules
- identified changes to work operations as suggested by own review of work
- identified networks and contacts

Processes that could be used as evidence include:

how information was collected and accessed

how policies were communicated, and contributions sought and used to develop new ideas and approaches

how the organisation's social and ethical standards were used within workplace relationships

how trust and confidence was developed and maintained

how interpersonal styles and methods were adjusted to the organisation's social and cultural environment

how relationships were developed

how short term planning and implementation was conducted

how difficulties were addressed and solutions found

how colleagues were supported to resolve work difficulties

examples of how poor work performance and conflict was managed

Resource implications for assessment include:

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

that this unit can be assessed in the workplace or in a closely simulated work environment

that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

that examples of actions taken by the candidate to contribute to effective workplace relationships are provided

Integrated competency assessment means:

that this unit should be assessed with other frontline management units taken as part of this qualification as applicable to the candidate's leadership role in a work team, and as part of an integrated assessment activity

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Collecting, analysing and organising information (2)

supporting work responsibilities and assisting in day-to-day planning

Planning and organising activities (2)

building networks and contributing to positive outcomes

Working in a team (2)

supporting and developing individual and team performance

Using mathematical ideas and techniques (1)

using these to assist in improving individual and team performance

Solving problems (2)

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Using technology (1)

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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

OHS considerations may include:

provision of information about OHS legislative requirements, guidelines and the

organisation's OHS policies, procedures and programs

changes to work practices, procedures and the working environment which impact on OHS

organisation's responsibilities to customers and suppliers

Information may be:

data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:

- policies and procedures

- planning and organisational documents including the outcomes of continuous improvement and quality assurance

- marketing and customer-related data

- archived, filed and historical background data

- individual and team performance data

Sources may be:

internal such as supervisors, managers, peers, policies and procedures, workplace documents

external such as external customers, web based resources, reports

Diversity may include:

social, cultural and other needs that require a range of strategies and approaches including adjusting communication

Consultation process may include:

opportunity for employees to contribute ideas and information

feedback to the work team and relevant personnel in relation to outcomes of the consultation process

Relevant personnel may include:

managers

supervisors

other staff/employees

union representatives/groups

OHS committees and OHS representatives

other people with specialist responsibilities

The organisation's social, ethical and business standards may refer to:

written standards such as those expressed in:

- vision and mission statements

- policies

- code of workplace conduct/behaviour
- dress code

- statement of workplace values

implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community

standards expressed in legislation and regulations such as anti-discrimination legislation

rewards and recognition for high performing staff

Colleagues, customers and suppliers **may include:**

team members

employees at the same level and more senior managers

people from a wide variety of social, cultural and ethnic backgrounds

both internal and external contacts

Workplace networks may be:

internal and/or external

informal or formal and with individuals or groups

structured or unstructured arrangements

Workplace outcomes may include:

performance of the work team

OHS processes and procedures

Poor work performance may include:

that of self or the work team or it may extend to the organisation as a whole

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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Unit Sector(s)

Not applicable.