BSBFLM404A Lead work teams

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit is equivalent to the original unit BSXFMI404A Participate in, lead and facilitate work teams.
This unit covers the skills and knowledge required to lead a team or work group in a business environment. It includes developing plans, providing leadership and supervising the performance of a group.
This unit is related to BSBCMN301A Exercise initiative in a business environment. Consider co-assessment with BSBFLM402A Show leadership in the workplace, BSBFLM403A Manage effective workplace relationships, BSBFLM406A Implement workplace information system, and BSBFLM411A Contribute to the development of a workplace learning environment.
This unit is equivalent to the original unit BSXFMI404A Participate in, lead and facilitate work teams.
This unit covers the skills and knowledge required to lead a team or work group in a business environment. It includes developing plans, providing leadership and supervising the performance of a group.
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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

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Element		**Performance Criteria**	
1	Participate in team planning	1.1	The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives
		1.2	The manager assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes
		1.3	The manager encourages the team to use the competencies of each member for team and individual benefit
2	Develop team commitment and co-operation	2.1	The manager assists the team to use open communication processes to obtain and share information
		2.2	The team makes decisions in accordance with its agreed roles and responsibilities
		2.3	The manager supports the team to develop mutual concern and camaraderie
3	Manage and develop team performance	3.1	The results achieved by the team contribute positively to the organisation's business plans
		3.2	The manager encourages the team to exploit innovation and initiative
		3.3	Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals
		3.4	Team members share and enhance their knowledge and skills

4	Participate in and facilitate the work team	4.1	Team members participate actively in team activities and communication processes
		4.2	Individuals and teams take individual and joint responsibility for their actions
		4.3	The team receives support to identify and resolve problems which impede its performance

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Provides leadership to team

Contributes positively to team performance

Provides coaching and mentoring support

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

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

The principles and techniques associated with:

  the organisation of teams

  team goal setting

  devolving responsibility/accountability to teams

  team dynamics

  conflict resolution

  gaining team commitment

  monitoring and assessing team performance

Gain team commitment to the organisation's goals, values and plans

The forms of bias/discrimination and how to deal with them

Underpinning Skills

Functional literacy skills to access and use workplace information

Assessing the competence of the team

Facilitating the participation of team members

Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives

Facilitating team development and improvement

Assessing competency development requirements

Gaining the trust and confidence of colleagues

Dealing with people openly and fairly

Using coaching and mentoring skills to provide support to colleagues

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

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (**Level 2**)- to assist team planning

Communicating ideas and information (**Level 2**)- with members of work team

Planning and organising activities (**Level 3**) - in association with team

Working with teams and others (**Level 2**)- to achieve team goals

Using mathematical ideas and techniques (**Level 1**)- to assist the development of team plans

Solving problems (**Level 3**) - to assist team performance

Using technology (**Level 1**)- to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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Using technology (**Level 1**)- to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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 and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

At AQF level 4, **frontline management will normally be engaged in a workplace context where they**:

engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans

take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management

take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans

demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators

perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services

apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem

identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

goals, objectives, plans, systems and processes

quality and continuous improvement processes and standards

access and equity principles and practice

business and performance plans

defined resource parameters

ethical standards

The manager may:

adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be:

one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation's goals, **plans and objectives refers to**:

those relevant to frontline management's work activities and to the teams in which frontline management is involved

Competencies refer to:

the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:

take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

OHS considerations may include:

implement and monitor participative arrangements

information to team about OHS and the organisation's OHS policies, procedures and practices

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OHS considerations may include:

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information to team about OHS and the organisation's OHS policies, procedures and practices

Unit Sector(s)

Not applicable.