BSBFLM409A Implement continuous improvement

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit is equivalent to the original unit BSXFMI409A Implement and monitor continuous improvement systems and processes.

Frontline management has an active role in managing the continuous improvement process in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation. At this level, work will normally be carried out within routine and non-routine methods and procedures which require the exercise of some discretion and judgement.

Consider co-assessment with BSBFLM402A Show leadership in the workplace, BSBFLM404A Lead work teams, BSBFLM405A Implement operational plan, BSBFLM407A Supervise quality customer service, BSBCMN411A Monitor a safe workplace, BSBCMN412A Promote innovation and change.

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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.

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Element		Performance Criteria	
1	Implement continuous improvement systems and processes	1.1	The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority
		1.2	The organisation's continuous improvement processes are communicated to individuals/teams
		1.3	The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes
2	Monitor, adjust and report performance	2.1	The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved
		2.2	Customer service is strengthened through the use of continuous improvement techniques and processes
		2.3	Plans are adjusted and communicated to those who have a role in their development and implementation
3	Consolidate opportunities for further improvement	3.1	Team members are informed of savings and productivity/service improvements in achieving the business plan
		3.2	Work performance is documented and the information is used to identify opportunities for further improvement
		3.3	Records, reports and recommendations for

improvement are managed within the organisation's systems and processes

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

Adjusts plans, processes and procedures to improve performance

Supports others to implement the continuous improvement system/processes

Identifies opportunities for further improvement

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:

continuous improvement systems and processes

benchmarking

best practice

the benefits of continuous improvement

the quality approaches which the organisation may implement

the methods that can be used in continuous improvement

the barriers to continuous improvement

the organisation's recording, reporting and recommendation processes to facilitate continuous improvement

Underpinning Skills

Functional literacy skills to access and use workplace information

Communication skills including researching, analysing and interpreting information from a variety of people and reporting

Monitoring and evaluating systems, processes and procedures

Gaining the commitment of individuals/teams to continuous improvement

Consolidating opportunities for improvement

Dealing with people openly and fairly

Using consultation skills effectively

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 be used in continuous improvement processes

Communicating ideas and information   (Level 2) - to individuals and work team about the organisation's continuous improvement processes

Planning and organising activities   (Level 2) - for arranging continuous improvement program

Working with teams and others   (Level 2) - to gain team feedback on further improvement initiatives

Using mathematical ideas and techniques   (Level 2) - to complete calculations associated with work improvement

Solving problems   (Level 2) - as an aid to investigating problems with introducing improvements

Using technology   (Level 2) - 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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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

Technology will be

that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Customer service may be

internal or external, to existing or new clients

OHS considerations may include:

implement and monitor participative arrangements for the management of OHS

delegation and reporting complies with requirements of OHS legislation

the continuous improvement processes of any OHS management system are implemented and monitored

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Unit Sector(s)

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