Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM510A Facilitate and capitalise on change and innovation

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

BSBFLM510A Facilitate and capitalise on change and innovation

Modification History

Not applicable.

Unit Descriptor

This unit is equivalent to the original unit BSXFMI510A Facilitate and capitalise on change and innovation.

Frontline management has an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the customer benefits through improved products and services. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Co assessed units: Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines. In the case of this unit consideration could be given to co-assessing in part or whole with:

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM504A Facilitate work teams, BSBFLM505A Manage operational plan, and BSBFLM509A Promote continuous improvement

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 planning the introduction of change	1.1	The manager contributes effectively in the organisation's planning processes to introduce change
		1.2	Plans to introduce change are made in consultation with designated individuals/groups
		1.3	The organisation's objectives and plans to introduce change are explained clearly to individuals/teams
2	Develop creative and flexible approaches and solutions	2.1	Alternative approaches to managing workplace issues and problems are identified and analysed
		2.2	Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation
		2.3	The workplace is managed in a way which promotes the development of innovative approaches and outcomes
		2.4	Creative and responsive approaches to resource management improves productivity and services and/or reduces costs

3	Manage emerging challenges and opportunities	3.1	Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities
		3.2	Coaching and mentoring assists individuals/teams to develop competencies to handle change efficiently and effectively
		3.3	The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation
		3.4	Individuals/teams are kept informed of progress in the implementation of change
		3.5	Recommendations for improving the methods/techniques to manage change are negotiated with designated individuals/groups

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, 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

Identifies opportunities to improve performance in consultation with appropriate individuals/groups

Develops flexible and creative approaches and strategies to introduce and manage change and innovation

Assesses risks associated with the introduction of change

Provides coaching and mentoring support to facilitate change

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

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:

  managing change and innovation

  assessing risks

The management styles which facilitate change

The organisation's processes and procedures to plan and introduce change

The sources of change and how they impact on the organisation

The factors which lead/cause resistance to change

Underpinning Skills

Functional literacy skills to access and use workplace information

Communication skills including researching and analysing information, reporting.

Influencing the organisation's culture so that it is receptive to change and innovation

Monitoring trends in the internal and/or external environment

Responding positively to new situations/challenges

Evaluating alternative proposals for change

Drawing on the diversity of the workplace to assist the organisation benefit from change

Managing resistance to change

Gaining the trust and confidence of colleagues

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 obtain information about the change processes

Communicating ideas and information (Level 2)- to individuals and team members about the impending changes

Planning and organising activities (Level 3) - to introduce change

Working with teams and others (Level 3) - to engage in the change process

Using mathematical ideas and techniques (Level 2)- to make calculations associated with implementing change

Solving problems (Level 2)- to address difficulties arising from the changes

Using technology (Level 2)- to assist in 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 5, **frontline management will normally be engaged in a workplace context where they**:

engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department

take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards

take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy

demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management

transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department

analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation

evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

Frontline management at this level normally operate in a relatively diverse and complex 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

resources, which may be subject to negotiation

ethical standards

They may use legislation, **codes and national standards relevant to the workplace including**:

award and enterprise agreements

commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety

industry codes of practice

Manager refers to:

a person with frontline management roles and responsibilities, regardless of the title of their position

Designated individuals/groups includes:

those who have a stake in the change and innovation

OHS considerations may include:

provision of information about OHS in context of change and the organisation's OHS policies, procedures and programs

implement and monitor participative arrangements for management of OHS in context of change

OHS hazard identification, risk assessment and control

implement procedures for dealing with hazardous events

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Unit Sector(s)

Not applicable.