



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **FDFPPL3004A Lead work teams and groups**

**Revision Number: 1**

## FDFPPL3004A Lead work teams and groups

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit of competency covers the skills and knowledge required to plan to achieve work requirements, secure resources and monitor the outputs of a work team or group.
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### Application of the Unit

<b>Application of the unit</b>	This unit can apply to people with formal responsibility for team/group leadership and to those with occasional responsibility for this role.
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>	

### Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Negotiate and communicate team objectives	<p>1.1. Team goals, tasks and responsibilities are communicated and agreed with team members</p> <p>1.2. Team performance standards and measures are communicated and agreed with team members</p>
2. Plan the work activity	<p>2.1. Individual roles and responsibilities of team members are assigned in consultation with others</p> <p>2.2. Work roles are allocated to take account of team goal and the skills and expertise of each team member</p> <p>2.3. Resources required to achieve work outcomes are identified and secured</p> <p>2.4. Development needs of team members are identified and addressed</p>
3. Manage team work to achieve required outcomes	<p>3.1. Work progress is monitored against timelines and performance measures</p> <p>3.2. Team members are kept informed of progress towards achieving team performance indicators</p> <p>3.3. Potential barriers to achieving team goals are identified and corrective action taken</p> <p>3.4. Team performance variances are identified, investigated and reported according to workplace reporting requirements</p> <p>3.5. Team members are encouraged to actively contribute to team growth and development</p> <p>3.6. Workplace information systems and procedures are followed to record and report on team performance</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

##### *Ability to:*

- communicate and agree on team goals, performance standards and performance measures within the context of workplace arrangements for team or group work
- establish and secure resources, such as labour (crew levels and competency profiles) and other resources as required
- develop plans and schedules to achieve team goals, including the ability to assess impact of planning decisions on related issues, such as impact on other work areas, resource utilisation and costs
- facilitate group processes, including mediating and resolving different interests, personal and work styles as required and encouraging/providing opportunities for active participation of team members
- allocate and negotiate work roles and responsibilities in consultation with team members to match work requirements and skills and abilities of team members
- identify and address learning needs of team members
- provide a mentoring role to team members
- monitor team outputs against objectives and make adjustments as required to achieve plan
- monitor resource utilisation against plan
- provide feedback on team and individual performance according to workplace feedback procedures
- represent and advocate on behalf of the team in other workplace forums as required
- use communication techniques appropriate to the audience, such as communicating with people from diverse cultural backgrounds and with people with limited ability to speak or understand English
- record information on team performance as required
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

#### Required knowledge

##### *Knowledge of:*

- facilitation techniques and communication skills to support the active engagement and participation of team members in team processes
- work procedures relevant to team tasks and related occupational health and safety (OHS), food safety, quality and environmental management issues, hazards and control measures

**REQUIRED SKILLS AND KNOWLEDGE**

- workplace planning and performance measurement systems and processes
- methods used to measure achievement of personal and team goals
- resource allocation systems used in the workplace as appropriate to secure relevant resources required by the team or group
- work capacity, skills and knowledge of team or work group members in order to allocate roles appropriate to skill level and plan development opportunities
- competency requirements of work functions, including any special work conditions that may be covered by additional licensing or certification requirements
- duty of care when allocating work roles and responsibilities
- competency identification and training arrangements in the workplace
- communication skills required to represent and advocate on behalf of the team or work group
- stages of team development
- recording and reporting system and responsibilities

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p><b>Overview of assessment</b></p>	<p>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</p>
<p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p>	<p>Evidence of ability to:</p> <ul style="list-style-type: none"> <li>• ensure all team members understand and agree to team goals and expectations and their personal responsibilities</li> <li>• plan team activity to take into account team goals, timelines, individual capabilities and resources</li> <li>• monitor outcomes against timelines and communicate progress with team members</li> <li>• apply interpersonal communication skills to engage and support team members</li> <li>• support positive outcomes for the individual and team.</li> </ul>
<p><b>Context of and specific resources for assessment</b></p>	<p>Assessment must occur in a real or simulated workplace where the assessee has access to:</p> <ul style="list-style-type: none"> <li>• opportunities to facilitate team processes</li> <li>• workplace arrangements for establishing company, workplace and team goals</li> <li>• methods used to measure and report on performance against target</li> <li>• planning processes</li> <li>• resource management and allocation systems as appropriate</li> <li>• resources required to achieve team outcomes</li> <li>• competency recording and workplace training arrangements.</li> </ul>
<p><b>Method of assessment</b></p>	<p>This unit should be assessed together with core units and other units of competency relevant to the function or work role. An example could be:</p> <ul style="list-style-type: none"> <li>• FDFPPL3003A Support and mentor individuals and groups.</li> </ul>

**EVIDENCE GUIDE****Guidance information for assessment**

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

## Range Statement

<b>RANGE STATEMENT</b>	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<b>Policies and procedures</b>	Work is carried out in accordance with company procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
<b>Personal and team measures</b>	<p>Personal measurement can include:</p> <ul style="list-style-type: none"> <li>• achievement of work outcomes</li> <li>• performance appraisal systems</li> </ul> <p>Team measures can include:</p> <ul style="list-style-type: none"> <li>• performance indicators</li> </ul>
<b>Responsibility for leading a team or group</b>	<p>Responsibility for leading a team or group may be:</p> <ul style="list-style-type: none"> <li>• a formal or informal role</li> <li>• an occasional role</li> </ul>
<b>Teams</b>	<p>Teams refer to:</p> <ul style="list-style-type: none"> <li>• both defined teams and to work groups who interact to achieve work outcomes and/or to address a specific function or issue</li> </ul>
<b>Communication systems</b>	Communication systems reflect the culture of the workplace and the workforce

## Unit Sector(s)

<b>Unit sector</b>	People management/planning/logistics
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## Competency field

<b>Competency field</b>	
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## Co-requisite units

<b>Co-requisite units</b>		