



Australian Government

Department of Education, Employment and Workplace Relations

MTMP407B Supervise new recruits

Release: 1

MTMP407B Supervise new recruits

Modification History

Not applicable.

Unit Descriptor

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| Unit descriptor | This unit covers the skills and knowledge required to support, mentor and develop new recruits. It includes an understanding of the roles and responsibilities of first line managers in defining and communicating expectations, providing an appropriate learning environment, and providing mentoring and feedback to support the retention and development of new recruits |
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Application of the Unit

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| Application of the unit | This unit applies to people with responsibility for supervising, developing and managing new recruits. Typically this would apply to first line managers including supervisors. It may also apply to team leaders. |
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

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| Prerequisite units | | |
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Employability Skills Information

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| Employability skills | This unit contains employability skills. |
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Elements and Performance Criteria Pre-Content

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| 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 |
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| 1. Communicate work requirements and expectations | 1.1. Information requirements of new recruits are identified. 1.2. Company policies, performance requirements and responsibilities are communicated to new recruits. 1.3. Information is made available in formats appropriate and accessible to new recruits. 1.4. Communication methods take into account the purpose and the audience, including social and cultural diversity . 1.5. Appropriate work behaviours and procedures are modelled in personal conduct. 1.6. Individual and team issues relating to developing and managing new recruits are identified, facilitated and resolved within level of responsibility. |
| 2. Provide a learning environment for new recruits | 2.1. Learning and development plans for new recruits are established and monitored in conjunction with human resources personnel. 2.2. Resources required to support informal and formal learning and training in the work area are estimated and secured. 2.3. Implementation of workplace policies is monitored to ensure the workplace and learning environment conforms with industrial, customer and legal requirements. 2.4. Opportunities for new recruits to develop and apply skills and knowledge are arranged. 2.5. Patterns of work organisation and job rotation are established to reinforce learning. |
| 3. Provide regular and timely feedback on performance | 3.1. Progress and performance of new recruits is monitored. 3.2. Signs of poor or unacceptable practices are identified. 3.3. Reasons for poor or unacceptable performance are investigated. 3.4. Structured feedback is provided to new recruits. 3.5. Strategies to address the performance gap are identified and agreed with the new recruit. 3.6. Progress and/or taking appropriate follow up action is confirmed through ongoing monitoring. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Ability to:

- apply appropriate communication skills to facilitate resolution of issues and ***manage conflict*** to resolve disagreements or disputes
- apply interpersonal skills including appropriate questioning, listening and feedback techniques
- maintain currency of knowledge and techniques through informal learning, regular professional development or personal research
- ensure that appropriate behaviour or procedures are consistently observed by all personnel in the work area
- ensure that new recruits have adequate opportunities to learn, apply and practice new skills and knowledge
- ensure that relevant and appropriate information is available to new recruits in the work area to describe behaviour and performance expectations. This includes information on policies and procedures, corporate values and production targets or work outcomes required of the work role
- establish effective relationships with new recruits in the work area
- foster effective teamwork by recognising and utilising the strengths of individuals
- identify and apply relevant ***Occupational Health and Safety (OH&S), regulatory and workplace requirements***
- identify legal requirements and responsibilities of self and the company in managing new recruits
- identify and conform with enterprise and employee obligations under ***industrial arrangements*** and ***training agreements*** relating to the provision of (workplace) training
- investigate causes of poor or unacceptable work performance in consultation with new recruits
- model behaviour consistent with company policies and procedures
- monitor individual performance, identify ***performance gaps and develop strategies*** in consultation with human resources personnel
- monitor progress towards achieving agreed conduct and/or performance improvements
- plan and undertake structured feedback or appraisal of new recruits
- provide regular feedback to new recruits to foster confidence and appropriate workplace behaviours
- take action to improve own work practice as a result of self-evaluation, feedback

REQUIRED SKILLS AND KNOWLEDGE

from others, or changed work practices, regulations or technology

Required knowledge

Knowledge of:

- workplace feedback and performance management systems and responsibilities in the workplace, including personal level of authority for performance counselling and disciplinary procedures
- Equal Employment Opportunities (EEO) legislation
- conflict management techniques
- workplace policies and procedures.

Evidence Guide

EVIDENCE GUIDE

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.

Overview of assessment

The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time.

These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence.

Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence.

All assessment must be conducted against Australian meat industry standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competency must be demonstrated over time and under typical operating and production conditions for the enterprise.

Context of and specific resources for assessment

Assessment must occur in the workplace under normal enterprise or production conditions.

Method of assessment

Recommended forms of assessment are:

- assignment
- debrief
- quiz of underpinning knowledge
- simulation
- workplace project
- workplace referee report of performance over time.

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and

| EVIDENCE GUIDE | |
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| | literacy demands of the assessment task should not be higher than those of the work role. |
| Guidance information for assessment | A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462. |

Range Statement

| RANGE STATEMENT | |
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| <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> | |
| Communication may include: | <ul style="list-style-type: none"> • interpretation and sensitive handling of non-verbal and visual clues and cues • non-verbal communication, including the use of signs, signals, symbols and pictures • speaking clearly and directly; listening and understanding • reading and interpreting workplace-related documentation • writing to audience needs • sharing information • use of negotiation and persuasion skills, and being appropriately assertive. • showing empathy. |
| Diversity of individuals may include: | <ul style="list-style-type: none"> • ability • age • ethnicity, culture • gender • language group • social and economic background. |
| Resources may include: | <ul style="list-style-type: none"> • equipment (e.g. maintenance, purchase, type, quantity and function) • finance (e.g. capital and cash flow) • ingredients and materials (e.g. supply, |

| RANGE STATEMENT | |
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| | <p>quantity, storage and rotation)</p> <ul style="list-style-type: none"> • personnel (e.g. staffing levels, shifts and allocation to work areas) • specialist advice (e.g. industry associations, media organisations and marketing agencies). |
| Structured feedback may include: | <ul style="list-style-type: none"> • performance appraisal • structured interviews. |
| Conflict management may include: | <ul style="list-style-type: none"> • referral to more senior management and/or relevant industrial parties where conflicts are unable to be resolved. |
| OH&S requirements may include: | <ul style="list-style-type: none"> • enterprise OH&S policies, procedures and programs • OH&S legal requirements • Personal Protective equipment (PPE) which may include: <ul style="list-style-type: none"> • coats and aprons • ear plugs or muffs • eye and facial protection • head-wear • lifting assistance • mesh aprons • protective boot covers • protective hand and arm covering • protective head and hair covering • uniforms • waterproof clothing • work, safety or waterproof footwear • requirements set out in standards and codes of practice. |
| Regulatory requirements may include: | <ul style="list-style-type: none"> • animal welfare • environmental and waste management • equal opportunity, anti-discrimination and sexual harassment • hygiene and sanitation requirements • industrial awards and agreements • OH&S • relevant regulations and Australian Standards. |
| Workplace requirements will include: | <ul style="list-style-type: none"> • enterprise-specific requirements • OH&S requirements • Quality Assurance (QA) requirements |

| RANGE STATEMENT | |
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| | <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions. |
| <i>Industrial arrangements</i> may include: | <ul style="list-style-type: none"> • consultative processes • industrial agreements, awards, training agreements • pay scales and entitlements, qualifications, classification. |
| <i>Training agreements</i> and contracts may include: | <ul style="list-style-type: none"> • cadetships • internships • traineeships and apprenticeships • training arrangements included in industrial agreements. |
| <i>Strategies to address performance gap</i> may include: | <ul style="list-style-type: none"> • a clear statement of the problem, an explanation of why it is a problem, and the action or change required to address the problem and any follow up action required • a formal interview to counsel a new recruit on poor performance. |

Unit Sector(s)

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| Unit sector | |
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Co-requisite units

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| Co-requisite units | |
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Competency field

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| Competency field | |
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