



**Australian Government**

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

# **SRXGRO001A Facilitate a group**

**Release: 1**

## **Modification History**

Not Available

## INTRODUCTION

GRO           Groups

Unit           This unit has been developed for the Community Recreation, Fitness, Outdoor  
Descriptor   Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to establish a functional group within the context of a sport and recreation activity and to facilitate a group of clients participating in a sport and recreation activity or persons within a recreation organisation.

### ELEMENT

### PERFORMANCE CRITERIA

Plan the establishment of a group

Identify the needs of the individuals/group and the activity goals  
Negotiate acceptance for the establishment of group goals within the individual's/group's expectations  
Establish clearly defined purpose, roles, responsibilities within the group  
Establish a group performance plan

Monitor group formation

Establish criteria against which group development and performance will be measured  
Establish systems and mechanisms to monitor and review group development and performance  
Identify potential barriers to group development and performance  
Develop and implement strategies to reduce/eliminate barriers

Develop group commitment and co-operation

Demonstrate use of shared information, open communication and constructive feedback to develop and maintain group dynamics, commitment and co-operation  
Demonstrate use of open communication to establish trust, confidence and ownership in group decision-making, feedback and problem solving processes

Facilitate group

Develop group effectiveness through active participation and

processes	<p>facilitation, and demonstrate sensitivity to the effect the leader's behaviour has on colleagues</p> <p>Demonstrate use of collaborative approaches to develop effective working relationships which help to accomplish strategic and operational goals</p> <p>Facilitate and achieve individual and collective empowerment whilst maintaining group cohesion</p> <p>Identify and facilitate group resolution of problems which impede individual and group performance, using external assistance (as required)</p> <p>Demonstrate routine use of cross-cultural (including gender appropriate) communication strategies</p>
Manage and facilitate group performance	<p>Assess competencies of group members regularly, and refresh as required, to meet group plans</p> <p>Provide mentoring and support to individuals and groups to enhance knowledge and skills</p> <p>Allocate tasks to group members so that the diverse skills of each group member make a maximum contribution to the outcome</p> <p>Devolve responsibility and accountability to group members, where appropriate to the activity context, program aims, and group members' abilities</p> <p>Monitor and follow up delegations and tasks to assess the performance of group members in relation to their responsibilities</p> <p>Recognise achievement(s) with appropriate recognition and/or reward</p>

## RANGE STATEMENT

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

Barriers	All categories <ul style="list-style-type: none"><li>• includes factors that may be barriers to group formation<ul style="list-style-type: none"><li>• conflict of interest</li><li>• conflict between individual and group goals</li><li>• personality clashes</li><li>• poor communication skills</li><li>• poorly defined responsibilities and roles</li></ul></li></ul>
Facilitation skills	All categories <ul style="list-style-type: none"><li>• strategies for group work include<ul style="list-style-type: none"><li>• goal setting</li><li>• group management</li><li>• monitoring and review processes</li><li>• negotiation</li><li>• defining roles and responsibilities</li><li>•</li></ul></li></ul>
Groups	All categories <ul style="list-style-type: none"><li>• types of groups may include<ul style="list-style-type: none"><li>• full time employees</li><li>• part time employees</li><li>• clients</li><li>• volunteers</li></ul></li><li>• differences within groups may include<ul style="list-style-type: none"><li>• gender</li><li>• culture</li><li>• socio-economic</li></ul></li></ul>
Group dynamics	All categories <ul style="list-style-type: none"><li>• communication</li><li>• decision making</li></ul>

- conflict resolution
- trust
- safety
- respect

Group performance All categories

- criteria
- monitoring and assessment methods
- factors that may contribute to optimal performance
  - task allocation
  - mentoring

Needs All categories

- physical and/or
- emotional

Problems All categories

- factors that may impede group performance
  - conflict of interest
  - conflict between individual and group goals
  - personality clashes
  - inadequate/inappropriate skills to perform task
  - poor communication skills
  - lack of group cohesion and commitment to group goals
  - inadequately defined goals
  - poorly defined responsibilities and roles

## 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 Statements

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|---|---|
| Critical aspects of evidence to be considered | <ul style="list-style-type: none"><li>• Assessment must confirm sufficient knowledge of group dynamics and facilitation techniques to apply to a group of clients or persons in a sport or recreation context</li><li>• Assessment of performance should be over the facilitation of an activity with a minimum of two (2) different groups, covering all prescribed categories from the Range Statements applicable to facilitating a group</li><li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to<ul style="list-style-type: none"><li>• identify and clarify group and individual goals</li><li>• analyse problems and barriers to group development and participation and develop appropriate strategies for removal/resolution</li><li>• establish strong commitment to group goals, strategies, outcomes and priorities</li><li>• handle uncertainty and conflict in a positive manner</li><li>• interact effectively with group members who have diverse styles, aspirations, cultures and perspectives</li><li>• communicate clearly and concisely with group</li><li>• demonstrate an understanding of group dynamics</li><li>• provide leadership to the group in varying contexts and situations</li><li>• encourage group to openly propose, discuss and resolve issues</li><li>• create opportunities to celebrate and promote group/individual success</li><li>• deal with conflict before it adversely affects group performance</li><li>• strive to achieve consensus in group decisions</li></ul></li></ul> |
| Interdependent assessment of units            | <ul style="list-style-type: none"><li>• This unit must be assessed after attainment of competency in the following unit(s)<ul style="list-style-type: none"><li>• Nil</li></ul></li><li>• This unit must be assessed in conjunction with the following unit(s)<ul style="list-style-type: none"><li>• activity specific competencies in fitness, community recreation, sport or outdoor recreation where required</li><li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)</li><li>• SRXCAI005B Conduct a sport and recreation session for</li></ul></li></ul>   |

participants

- SRXCAI007B Conduct a sport and recreation program
- SRXCAI009B Conduct, monitor and adjust individualised long-term training programs
- SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs

Required knowledge and skills

- Required knowledge
  - Activity aims and client goals
  - Group dynamics
  - Stages of group formation, i.e., forming, norming, storming, performing
  - Leadership styles
  - Decision making and conflict resolution strategies for dealing with
    - group and individual situations
  - Facilitation techniques
- Required skills
  - Problem solving of activity-specific problems as well as client interaction/conflict
  - Conflict resolution and negotiation skills to resolve conflict that arises
  - Interpersonal skills to enhance interaction with clients
  - Communication, i.e., verbal, written and listening skills

Resource implications

- Physical resources - assessment of this unit of competency requires access to
  - groups of clients participating in a recreation or sport activity or persons within a recreation or sporting organisation
- Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should
  - be competent in this unit but preferably be competent in the unit at the level above
  - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
  - have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A



Consistency in performance

- Due to issues such as differences in client groups, this unit of competency must be assessed over the facilitation of an activity with a minimum of two (2) different groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to group facilitation

Context for assessment

- This unit of competency must be assessed in the context of facilitating a sport or recreation activity for a group of clients. For valid and reliable assessment the clients should be real (i.e., not peers), and the sport or recreation activity should be similar to those that occur in the learners work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace
- This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## KEY COMPETENCY LEVELS

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

1. Use routine approaches
  2. Select from routine approaches
  3. Establish new approaches
- Collecting, analysing and organising information - Collecting information directly from clients and from other sources relevant to the group activity
  - Communicating ideas and information - Clarifying ideas and sharing information between group members
  - Planning and organising activities - Planning appropriate group tasks in order to facilitate group goals
  - Working with teams and others - Facilitating and guiding group members participating in the activity
  - Using mathematical ideas and techniques - Not applicable
  - Solving problems - Resolving conflict and/or barriers to group progress
  - Using technology - Not applicable

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

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
Level 1	Level 2	Level 2	Level 2	-	Level 1	-