BSBCMN404A Develop teams and individuals

Release: 1
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Modification History
Not applicable.

Unit Descriptor
This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of the workgroup. This unit is related to BSBCMN304A Contribute to personal skill development and learning.

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

## Element

<table>
<thead>
<tr>
<th>1</th>
<th>Determine development needs</th>
</tr>
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<tbody>
<tr>
<td>1.1</td>
<td>Learning and development needs are systematically identified and implemented in line with organisational requirements</td>
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<tr>
<td>1.2</td>
<td>A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</td>
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<tr>
<td>1.3</td>
<td>Individuals are encouraged to self evaluate performance and identify areas for improvement</td>
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<tr>
<td>1.4</td>
<td>Feedback on performance of team members is collected from relevant sources and compared with established team learning needs</td>
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<table>
<thead>
<tr>
<th>2</th>
<th>Develop individuals and teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of competency standards</td>
</tr>
<tr>
<td>2.2</td>
<td>Learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources</td>
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<tr>
<td>2.3</td>
<td>Workplace learning opportunities and coaching and mentoring assistance are provided to facilitate individual and team achievement of competencies</td>
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<td>2.4</td>
<td>Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies</td>
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<tr>
<td>2.5</td>
<td>Resources and timelines required for learning activities are identified and approved in accordance with organisational requirements</td>
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</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Monitor and evaluate workplace learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</td>
</tr>
<tr>
<td>3.2</td>
<td>Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the</td>
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</table>
extent of additional development support

3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning

3.4 Records and reports of competency are documented and maintained within organisational requirements

**Required Skills and Knowledge**

Not applicable.
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**
- Identifying and implementing learning opportunities for others
- Giving and receiving feedback constructively
- Facilitating participation of individuals in the work of the team
- Negotiating learning plans to improve the effectiveness of learning
- Preparing learning plans to match skill needs
- Accessing and designing learning opportunities

**Underpinning Knowledge**

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The 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
- Knowledge of the principles of coaching and mentoring for development of competence
- Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Understanding how to facilitate team development and improvement
- Knowledge of the organisation's policies, plans and procedures
- Understanding methods and techniques for eliciting and interpreting feedback
- Understanding methods for identifying and prioritising personal development opportunities and options
- Knowledge of career paths and competency standards in the industry

**Underpinning Skills**

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding; maintain records of learning
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Planning skills to organise required resources and equipment to meet learning needs
- Coaching and mentoring skills to provide support to colleagues
- Report writing skills to organise information; assess information for relevance and accuracy; identify and elaborate on learning outcomes
- Facilitation skills to conduct small group training sessions
- Time management skills for scheduling learning programs within work activities
- 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 Competency Levels at the end of this unit.

Key Competency Levels
Collecting, analysing and organising information - (Level 2) to measure team performance
Communicating ideas and information - (Level 2) with members of the work team
Planning and organising activities - (Level 2) for learning opportunities
Working with teams and others - (Level 2) in completing scheduled tasks
Using mathematical ideas and techniques - (Level 1) as an aid to measure learning outcomes
Solving problems - (Level 2) as an aid to team-development
Using technology - (Level 2) to manage scheduling of tasks

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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:

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

**Learning and development needs may include:**
- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment

**Recognition of Prior Learning**

**Organisational requirements may be included in:**
- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

**Feedback on performance may include:**
- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

**Competency standards are standards which measure:**
- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

**Learning delivery methods may include:**
- on-the-job coaching or mentoring
- problem solving
presentations/demonstrations
formal course participation
work experience
involvement in professional networks
conference and seminar attendance
induction

**Equipment and resources may include:**
- funding
- facilities
- guest speakers
- training equipment such as whiteboards and audio-visual equipment
- technological tools and equipment
- time

**Coaching and mentoring assistance may include:**
- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

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**Unit Sector(s)**
Not applicable.