



Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM403A Manage effective workplace relationships

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit is equivalent to the original unit BSXFMI403A Establish and manage effective workplace relationships.

Frontline management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes. At this level, work will normally be carried out within routine and non-routine methods and procedures which require the exercise of some discretion and judgement.

Consider co-assessment with BSBFLM402A Show leadership in the workplace and BSBFLM404A Lead work teams.

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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 Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources 1.2 The method(s) used to communicate ideas and information is appropriate to the audience 1.3 Communication takes into account social and cultural diversity 1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches
2 Develop trust and confidence	2.1 People are treated with integrity, respect and empathy 2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships 2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance 2.4 Interpersonal styles and methods are adjusted to the social and cultural environment
3 Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships 3.2 Networks and other work relationships provide identifiable benefits for the team and organisation 3.3 Action is taken to maintain the effectiveness of workplace relationships

- 4 Manage difficulties to achieve positive outcomes
 - 4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance
 - 4.2 Colleagues receive guidance and support to resolve their work difficulties
 - 4.3 Poor work performance is managed within the organisation's processes
 - 4.4 Conflict is managed constructively within the organisation's processes
 - 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative 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

Establishes and maintains positive work relationships

Develops trust and confidence

Accesses and analyses information to achieve planned outcomes

Resolves problems and conflicts effectively and efficiently

Underpinning Knowledge*

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

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

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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:

developing trust and confidence

consistent behaviour in work relationships

identifying the cultural and social environment

identifying and assessing interpersonal styles

establishing networks

problem identification and resolution

handling conflict

managing poor work performance

Managing relationships to achieve planning responsibilities

Monitoring and introducing ways to improve work relationships

Contributing to the elimination of discrimination/bias

Underpinning Skills

Functional literacy skills to access and use workplace information

Communication skills including researching, analysing and interpreting information from a variety of people, reporting

Responding to unexpected demands from a range of people

Using consultative processes effectively

Forging effective relationships with internal and/or external people

Gaining the trust and confidence of colleagues

Dealing with people openly and fairly

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 support work responsibilities

Communicating ideas and information (Level 2)- with individuals and members of work team

Planning and organising activities (Level 2)- in building networks

Working with teams and others (Level 2)- to assist improve their performance

Using mathematical ideas and techniques (Level 1)- to use appropriate calculations to resolve problems

Solving problems (Level 2)- as an aid to decision making

Using technology (Level 2)- to assist in the management information

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

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

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 4, frontline management will normally be engaged in a workplace context where they:

engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans

take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management

take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans

demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators

perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services

apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem

identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

Frontline management at this level normally operate in a relatively simple and routine 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

defined resource parameters

ethical standards

Sources of information may be:

internal or external and print or non-print

The organisation's social, ethical and business standards refers to:

those relevant to frontline management's work activities. They may be written or oral, stated or implied

Colleagues may include:

team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 3

Customers and suppliers would typically be from:

internal sources, although there may be some limited external contact

Networks may be:

internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

Guidance and support may be:

provided by frontline management or arranged from alternative internal or external sources

OHS considerations may include:

OHS practice as an ethical standard and legislative requirement

organisation's responsibilities to customers and suppliers

adjust communication and OHS approach to cater for social and cultural diversity

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Unit Sector(s)

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