BSBFLM512A Ensure team effectiveness
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Modification History
Not applicable.

Unit Descriptor
This unit specifies the outcomes required by frontline managers to facilitate all aspects of team work within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating team work and actively engaging with the management of the organisation.
This unit replaces BSBFLM502A Provide leadership in the workplace and BSBFLM504A Facilitate work teams, which have been combined to create this unit.
Frontline managers have an important facilitative role in the development and empowerment of work teams. This will be evident in the way frontline managers work with teams and individuals, work across teams, and the initiative they take in strengthening the links between teams and the organisation's management.
At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.
This unit builds on BSBFLM412A Promote team effectiveness.
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This unit builds on BSBFLM412A Promote team effectiveness.

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**

<table>
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<th>Elements and Performance Criteria</th>
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<tr>
<td><strong>Element</strong></td>
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<tr>
<td>1 Establish team performance plan</td>
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<td>2 Develop and facilitate team cohesion</td>
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3 Facilitate team work

3.1 Team members and individuals are encouraged to participate in and take responsibility for team activities, including communication processes

3.2 The team is supported in identifying and resolving work performance problems

3.3 Own contribution to work team serves as a role model for others and enhances the organisation's image to all stakeholders

4 Liaise with stakeholders

4.1 Open communication processes with all stakeholders are established and maintained

4.2 Information from line manager/management is communicated to the team

4.3 Unresolved issues, concerns and problems raised by team members are communicated to, and followed up with, line manager/management and other relevant stakeholders

4.4 Unresolved issues, concerns and problems raised by internal or external stakeholders are evaluated, and necessary corrective action taken

Required Skills and Knowledge

Not applicable.
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing plans, in leading and facilitating team work and in actively engaging with stakeholders. They must also provide evidence that team work is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation's image.

Specific Evidence Requirements

Required knowledge and understanding include:

- 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
- organisational policies and procedures
- organisational goals, objectives and plans
- organisational structure and organisational chart
- the principles and techniques involved in:
  - contingency planning
  - performance planning
  - problem identification and resolution
  - consultation and communication
  - record keeping and management
  - relationship management including motivation and negotiation
  - group dynamics, processes and politics
- methods for collecting and utilising feedback development of strategies, processes and procedures to facilitate and monitor team effectiveness
- learning and development options available within and through organisation
- strategies that contribute to the elimination of discrimination/bias

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- leadership skills
- skills to identify needs, goals and aspirations of others
- group facilitation skills
- attributes:
  - assertive
  - persuasive
  - empathic
- communicative
- showing positive leadership
- self-aware
- supportive
- trusting
- open
- flexible
- accommodating
- initiating
- loyal
- recognising achievement
- fair
- adaptable

**Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

- **Level (1)** represents the competence to undertake tasks effectively
- **Level (2)** represents the competence to manage tasks
- **Level (3)** represents the competence to use concepts for evaluating and reshaping tasks. The bulleted points provide examples of how the key competencies can be applied for this unit.

**Communicating ideas and information (3)**
- communicating verbally to lead a team including negotiating, basic training, participating in meetings
- communicating in writing including report writing, communicating with management, identifying issues and concerns in writing

**Collecting, analysing and organising information (3)**
- developing systems to maintaining records of own knowledge and skills and that of team members relevant to organisation
- planning undertaking analysis following planning activities
- developing systems and processes for monitoring and review

**Planning and organising activities (3)**
- planning for own work and the work of team members across a range of teams contributing to the effectiveness of other teams and the organisation as a whole

**Working in a team (3)**
- leading and representing the team
- consulting team members for their input on team effectiveness strategies and feedback
- working with others including external parties and team members

**Using mathematical ideas and techniques (1)**
- using calculation skills associated with data manipulation relevant to work of team, including financial data

**Solving problems (3)**
- applying problem solving skills as required to address issues and conflicting requirements arising from inter and intro team activities
- assisting others to solve problems arising within and between teams

**Using technology (2)**
- using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports of activities, financial reporting and data collation.
understanding assistive technologies, as necessary
Innovation skills (3)
developing an innovative approach to the development of strategies to improve team effectiveness

**Products that could be used as evidence include:**
documentation produced in ensuring team effectiveness, such as:
- reports
- minutes or records of meetings
- work journals or diaries
- learning and development plans developed with team members
- records of actions taken to address issues raised by team members

**Processes that could be used as evidence include:**
how communication process was managed and implemented to ensure that consultation takes place
how team members were supported and encouraged to meet expected outcomes
strategies to develop and facilitate team cohesion
how performance plans were developed
how team members were guided and supported in performing their role, including induction process for new team members
how performance management system was implemented within work team
how problems and issues within the work team have been addressed
how input and advice was provided to management in relation to human resource management of the work team
how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

**Resource implications for assessment include:**
access by the learner and trainer to appropriate documentation and resources normally used in the workplace
access to team members' input in relation to leadership of frontline manager

**Validity and sufficiency of evidence requires:**
that this unit can be assessed in the workplace or in a closely simulated work environment
that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
that examples of actions taken by the candidate to ensure team effectiveness are provided

**Integrated competency assessment means:**
that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

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**Specific Evidence Requirements**

**Required knowledge and understanding include:**

- 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
- organisational policies and procedures
- organisational goals, objectives and plans
- organisational structure and organisational chart

The principles and techniques involved in:

- contingency planning
- performance planning
- problem identification and resolution
- consultation and communication
- record keeping and management
- relationship management including motivation and negotiation
- group dynamics, processes and politics

Methods for collecting and utilising feedback development of strategies, processes and procedures to facilitate and monitor team effectiveness

Learning and development options available within and through organisation strategies that contribute to the elimination of discrimination/bias

**Required skills and attributes include:**

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Communication skills
- basic training skills, including mentoring and coaching
- planning and organising skills
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- skills to identify needs, goals and aspirations of others

Group facilitation skills attributes:

- assertive
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  - using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports of activities, financial reporting and data collation.
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**Integrated competency assessment means:**
that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity
Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace 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 (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:
- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- regular updating and reviewing of the organisation's OHS systems, procedures and records
- key performance indicators include relevant OHS procedures
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Consulted may refer to:
- conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans
- mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Accountabilities may refer to:
- a statement of conduct outlining responsibilities/actions/performance responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar

Performance plans may refer to:
- team plans based on work assignments and responsibilities
- individual performance plans linked to team goals

Outcomes, outputs, key performance indicators may refer to agreed:
- measures for monitoring and evaluating the efficiency or effectiveness of systems or services
- targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism
- improved individual and team performance and participation
- improvements to systems, operations
- changes in work roles and responsibilities
- quality standards and expectations
- targets for training and development

Strategies may refer to:
- long-term or short-term plans factoring in opportunities for team input
- mentoring and 'buddy' systems to support team members in providing input clarification of roles and expectations
training and development activities
electronic communication devices and processes, such as intranet and email communication systems, to facilitate input newsletters and briefings

**Policies and procedures** may refer to:
organisational guidelines and systems that govern operational functions
procedures that detail the activities that must be carried out for the completion of actions and tasks

**Standard Operating Procedures**

**Processes** may refer to:
discussions with individuals regarding their concerns
brainstorming options with the team for addressing concerns
creating a matrix of issues and concerns and distributing it for comment
distributing drafts for comment with a range of options for resolution of concerns
training and development sessions

**Stakeholders** may include:
the work team
Board members
union/employee groups and representatives
business or government contacts
funding bodies

**Line manager/management** may refer to:
frontline manager's direct superior
other management representatives
the Chief Executive Officer

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Unit Sector(s)
Not applicable.