BSBFLM312C Contribute to team effectiveness

Revision Number: 1

BSBFLM312C Contribute to team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This specifies the outcomes required to by frontline managers to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a key role in developing efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.
	At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team outcomes	1.1. Consult team members to identify *team purpose*, *roles*, *responsibilities*, *goals*, *plans and objectives*
	1.2. Support team members to meet expected outcomes
2. Support team cohesion	2.1. Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility
	2.2. Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities
	2.3. Provide *feedback* to team members to encourage, value and reward team members' efforts and contributions
	2.4. Identify and address issues, concerns and problems identified by team members to *relevant persons* as required
3. Participate in work team	3.1. Actively encourage and support team members to participate in team activities and communication processes and to take *responsibility for their actions*
	3.2. Support the team to identify and resolve problems which impede its performance
	3.3. Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4. Communicate with management	4.1. Maintain open *communication* with *line manager*/*management* at all times
	4.2. Communicate information from line manager/management to the team
	4.3. Communicate *unresolved issues* to line manager/management and follow-up to ensure action is taken in response to these matters

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills, including listening
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- attributes:
  - empathic
  - communicative
  - self aware
  - supportive
  - trusting
  - open
  - flexible
  - accommodating
  - initiating
  - loyal
  - fair
  - adaptable

Required knowledge

Required knowledge

- 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 at both tactical and strategic levels
- organisational structure including organisational chart
- learning and development options available within and through organisation
- a general understanding of the principles and techniques of:
  - group dynamics and processes
  - motivation
  - planning

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REQUIRED SKILLS AND KNOWLEDGE

- negotiation
- individual behaviour and difference

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrate leadership in contributing to team plans • lead and facilitate teamwork • actively communicate with management • manage communication within the team • induct new team members • implement performance management system • handle problems
Context of and specific resources for assessment	Assessment must ensure: • that this unit can be assessed in the workplace or in a closely simulated work environment • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • 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 candidate to contribute to team effectiveness are provided

Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:
	• Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• Records produced from working in a team, 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

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EVIDENCE GUIDE	
	by team members
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
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.	
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 and anti-discrimination • relevant industry codes of practice
OHS considerations may include:	• provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs • training of all employees in health and safety procedures • participation in the regular update of OHS systems and procedures • changes to work practices, procedures and the working environment which impact on OHS
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• goals for individuals and the work team • expected outcomes and outputs • individual and team performance plans and Key Performance Indicators (KPIs) • action plans, business plans and operational plans linked to strategic plans • OHS responsibilities
Feedback may refer to:	• communication of ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours • formal/informal gatherings between team members where there is discussion on work-related matters
Relevant persons may include:	• frontline manager's direct superior or other management representatives

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RANGE STATEMENT

	• colleagues • designated personnel e.g. safety officer
Responsibility for their actions may involve:	• individuals and teams • individual and joint actions
Communication may include:	• verbal, written or electronic communication • face-to-face • formal/informal interaction
Line manager*/*management may refer to:	• frontline manager's direct superior or other management representatives
Unresolved issues may include:	• issues, concerns and tensions • problems related to work roles and responsibilities • grievances and complaints • any matters affecting workplace relationships and team cohesion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management services

Co-requisite units

Co-requisite units		

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