Australian Government

# BSBHRM403B Support performance-management processes

**Release 1**

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

# BSBHRM403B Support performance-management processes

## Modification History

| Release | Comments |
|---------|----------|
| Release 1 | This version first released with *BSB07 Business Services Training Package Version 8.0.*<br><br>Replaces BSBHRM403A Support performance management processes. |

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the effective implementation of a performance-management system and to facilitate employee performance.

The unit involves assisting with administrative infrastructure, providing information and advice, and facilitating review mechanisms.

Please note that this unit does not address the line management responsibilities of performance management addressed in BSBMGT502B Manage people performance.

## Application of the Unit

This unit applies to human resources officers, or people in similar roles, who work under the direction of a human resources manager, supporting a performance-management system across an organisation.

## Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Pre-Requisites

Not applicable.

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# Employability Skills Information

This unit contains employability skills.

# Elements and Performance Criteria Pre-Content

| Element | Performance Criteria |
|---|---|
| *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.* |

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# Elements and Performance Criteria

| 1. Review performance-management infrastructure | 1.1 Ensure that all positions have current *position descriptions* specifying key requirements of the role |
| --- | --- |
| | 1.2 Assist in reviewing the performance-management system to ensure it aligns with the strategic direction of the organisation |
| | 1.3 Ensure that managers have provided reports of performance indicators that are consistent with the position description requirements |
| | 1.4 Check that *performance appraisal meetings* are held in line with organisational timeframes, that correct documentation has been completed, and that necessary parties have recorded agreement |
| | 1.5 Check that appropriate organisational procedures have been followed for *acknowledging* good performance and addressing under-performance |
| | 1.6 Provide advice and support where there is dissention about performance appraisal outcomes |
| 2. Promote performance-management system | 2.1 Clarify goals and methods of the performance-management system to employees |
| | 2.2 *Promote the performance-management system* to stakeholders |
| | 2.3 Arrange or deliver training or instruction in how to use the performance-management system |
| | 2.4 Encourage ongoing and regular feedback on personnel performance as well as formal performance appraisals |
| 3. Recommend improvements to performance-management system in response to collated data | 3.1 Review performance-management documentation to establish trends or problem areas requiring attention |
| | 3.2 Review patterns in skill or performance gaps and consider requirements and options for *performance development* |
| | 3.3 Assist in revising policies and procedures where necessary |
| | 3.4 Suggest improvements to the performance-management system |

# Required Skills and Knowledge

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

## Required skills

- communication skills to:
  - advise on methods for giving feedback
  - assist managers with methods for addressing under-performance
- organisational skills to check that:
  - systems are followed
  - necessary documentation is kept and maintained according to privacy and confidentiality policies and legislation
- technology skills to:
  - write reports
  - access records of interviews
  - apply appropriate security controls to records.

## Required knowledge

- key elements and purposes of performance-management processes, and their contribution to organisational objectives and the human resources cycle
- rewards and incentive schemes
- warning systems and grievance procedures.

# 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 ability to:<br><br>• support the implementation of the performance-management system and analyse its strengths and weaknesses<br>• provide information about the performance-management system<br>• explain the benefits of effective performance management and how it links with performance development. |
| **Context of and specific resources for assessment** | Assessment must ensure:<br><br>• access to samples of documents and resources normally used in a workplace performance-management process. |
| **Method of assessment** | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:<br><br>• assessment of reports on performance management<br>• demonstration of techniques in providing advice on performance feedback<br>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate<br>• observation of presentations on performance-management systems<br>• evaluation of documentation outlining training or instruction provided in using the performance-management system<br>• oral or written questioning to assess knowledge of rewards and incentive schemes. |
| **Guidance information for assessment** | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:<br><br>• other units from the Certificate IV in Human Resources. |

## 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.*

| | |
|---|---|
| ***Position descriptions*** may also be known as or include: | • duty statements<br>• job specifications<br>• role statements. |
| ***Performance appraisal meetings*** may consider: | • data from tailored software<br>• feedback from peers, those whose performance has been reviewed, customers and clients<br>• key performance indicators<br>• perspectives of the manager and the person being reviewed<br>• qualitative and quantitative measurement of performance. |
| ***Acknowledgement*** may include: | • monetary rewards, such as:<br>  • additional superannuation<br>  • bonuses<br>  • incentives<br>  • innovative motor vehicle and other salary packaging opportunities<br>  • salary increases<br>• non-monetary rewards, such as:<br>  • conference registrations<br>  • purchase of special equipment<br>  • training. |
| ***Promoting the performance-management system*** may include explaining: | • employee motivation and engagement strategies<br>• financial and other consequences of managing under-performance<br>• how performance management links to business objectives<br>• impact of high and low performing staff<br>• links between performance management and learning and development<br>• links between quality and costs<br>• system benefits. |
| ***Performance development*** may include: | • action learning sets<br>• job rotation<br>• mentoring or coaching<br>• pairing with more experienced staff |

| | • shadowing |
| | • training. |

# Unit Sector(s)

Workforce Development – Human Resource Management