Australian Government

BSBHRM512A Develop and manage performance-management processes

Release 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

BSBHRM512A Develop and manage performance-management processes

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Services Training Package Version 8.0*. Replaces BSBHRM503B Manage performance management systems.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design, implement and oversee performance-management processes. The unit also includes specific intervention associated with under-performance or misconduct and developing approaches to address skill and performance gaps.

Application of the Unit

This unit applies to those with a well-established theoretical knowledge of human resources management and performance management who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and the work of a team. They may or may not have staff who report to them, but they are authorised to establish effective performance-management processes for 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.

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.*

Elements and Performance Criteria

1. Develop integrated performance-management processes	1.1 Analyse organisational strategic and operational plans to identify relevant policies and objectives to be reflected in *integrated performance-management processes*
	1.2 Develop objectives for performance-management processes to support organisational strategy and goals and to build organisational capability
	1.3 Design methods and processes for line managers to develop key performance indicators for those reporting to them
	1.4 Develop organisational timeframes and processes for formal performance-management sessions
	1.5 Ensure performance-management processes developed are flexible enough to cover the range of *employment situations* in the organisation
	1.6 Consult with key stakeholders about the processes and agree on process features
	1.7 Gain support for the implementation of the performance-management processes
2. Facilitate the implementation of performance-management processes	2.1 Train relevant groups and individuals to monitor performance, identify *performance gaps*, provide feedback and manage talent
	2.2 Work with line managers to ensure that performance is monitored regularly and that *intervention* occurs as required and in line with organisational policies and legal requirements
	2.3 Support line managers to counsel and discipline employees who continue to perform below standard
	2.4 Articulate dispute-resolution processes where necessary, mediating between line managers and employees
	2.5 Provide support to terminate employees who fail to respond to interventions, according to organisational protocols and legislative requirements
	2.6 Ensure recorded outcomes of performance-management sessions are accessible and stored securely according to organisational policy
	2.7 Regularly evaluate and improve all aspects of the performance-management processes, in keeping with organisational objectives and policies

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3. Coordinate individual or group learning and development	3.1 Design and develop *learning and development plans and strategies* to encourage effective employee performance
	3.2 Deliver learning and development plans according to agreed timeframes and ensure they deliver specified outcomes
	3.3 Contract *appropriate providers* for performance development, as identified by the plans and according to organisational policy
	3.4 Monitor learning and development activities to ensure compliance with quality assurance standards
	3.5 Negotiate remedial action with providers where necessary
	3.6 Generate reports to advise appropriate managers on progress and success rates of activities

Required Skills and Knowledge

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

Required skills

- analytical skills to ensure processes are practical and gather necessary information
- communication and conflict-management skills to deal with grievances, disputes and disagreements
- leadership skills to obtain support and endorsement of the performance-management processes across the organisation
- training, coaching, mentoring and facilitation skills using a range of methods to cater for differences in learning styles, to ensure managers are competent to manage performance.

Required knowledge

- characteristics of a learning organisation
- equal employment opportunity, privacy and confidentiality, diversity and anti-discrimination policies and legislation
- grievance procedures
- models for giving feedback and options for skill development
- options in the design of performance management and talent management processes
- role of performance management in relation to broader human resources and business objectives.

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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: • develop a performance-management process to support business goals, or critique existing performance-management processes • provide support for mediation for effective management of performance issues • develop approaches to improve performance and address identified performance gaps.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
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: • assessment of reports on performance management and performance-development processes • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in performance management • observation of presentations • review of plans for performance improvement and individual learning and development • review of reports generated to advise appropriate managers on progress and success rates of activities • oral or written questioning to assess knowledge of models for giving feedback and options for skill development and talent management.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

	• BSBHRM507A Manage separation or termination.

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.

Integrated performance-management processes include:	• communications • data collection and analysis • software • reporting.
Employment situations may include:	• casual and contract work • full-time and part-time work • marketing and sales • office and clerical • physical labour • processing • production • technical and scientific • tele-working • warehousing and transport.
Performance gaps may include:	• costs above budget • disruptive conflict • external interference • failure to meet strategic or operational objectives • low or high turnover of labour • productivity below budget • quality, workplace health and safety, or environmental failure • work bans or go slow.
Intervention may include:	• coaching • counselling • disciplining • giving praise • recognising good performance.
Learning and development plans and strategies may include:	• enhancing knowledge • mentoring • personal development • project work • skills training • visits to other workplaces.

| ***Appropriate providers*** include: | • consultants
• external and internal providers
• trainers. |

Unit Sector(s)

Workforce Development – Human Resource Management