**Australian Government**

**Department of Education, Employment and Workplace Relations**

# BSBMGT516C Facilitate continuous improvement

**Revision Number: 1**

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

## BSBMGT516C Facilitate continuous improvement

## Modification History

Not applicable.

## Unit Descriptor

| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements. |
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| | No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |

## Application of the Unit

| Application of the unit | This unit applies to managers who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. Where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development of the organisation. |
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| | At this level, work will normally be carried out using 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. |

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

| Prerequisite units | | |
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## Employability Skills Information

| Employability skills | This unit contains employability skills. |
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## 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. |
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# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
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| 1. Lead continuous improvement systems and processes | 1.1. Develop *strategies* to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate |
| | 1.2. Establish *systems* to ensure that the organisation's *continuous improvement processes* are communicated to *stakeholders* |
| | 1.3. Ensure that change and improvement processes meet *sustainability requirements* |
| | 1.4. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes |
| | 1.5. Ensure that insights and experiences from business activities are captured and accessible through *knowledge management systems* |
| 2. Monitor and adjust performance strategies | 2.1. Develop strategies to ensure that systems and processes are used to monitor *operational progress* and to identify ways in which planning and operations could be improved |
| | 2.2. Adjust and communicate strategies to stakeholders according to organisational procedures |
| 3. Manage opportunities for further improvement | 3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts |
| | 3.2. Ensure processes include *recording of work team performance* to assist in identifying further opportunities for improvement |
| | 3.3. Consider areas identified for further improvement when undertaking future planning |

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# Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

- communication skills tocommunicate opportunities for improvement
- learning skills to coach and mentor staff, using a range of methods to cater for different learning styles
- innovation and lateral thinking skills to design better ways for achieving work outcomes
- planning skills to establish and monitor systems and process for continuous improvement
- teamwork and leadership skills to gain the confidence and trust of others

**Required knowledge**

- continuous improvement models
- knowledge management systems
- quality systems
- sustainability principles

# Evidence Guide

| EVIDENCE GUIDE | |
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| 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: <br> • development and use of a range of strategies and approaches that improve work outcomes or organisational functioning, using continuous improvement models <br> • monitoring performance and customer service. |
| **Context of and specific resources for assessment** | Assessment must ensure access to appropriate documentation and resources normally used in the workplace. |
| **Method of assessment** | The following assessment methods are appropriate for this unit: <br> • analysis of responses to case studies and scenarios <br> • assessment of reports <br> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate <br> • observationof presentations <br> • oral or written questioning to assess knowledge of quality systems <br> • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative <br> • evaluation of how customer-service strategies were communicated to stakeholders <br> • review of documentation outlining work team performance. |
| **Guidance information for assessment** | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# Range Statement

| **RANGE STATEMENT** | |
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| 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. | |
| *Strategies* may refer to: | • clarification of roles and expectations<br>• communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions<br>• long-term or short-term plans that factor in opportunities for team input<br>• mentoring and 'buddy' systems to support team members to participate in decision making<br>• performance plans<br>• reward and recognition programs for high performing staff<br>• training and development activities. |
| *Systems* may refer to: | • forums and meetings<br>• newsletters and reports<br>• policies and procedures<br>• electronic communication devices. |
| *Continuous improvement processes* may include: | • cyclical audits and reviews of workplace, team and individual performance<br>• evaluations and monitoring of effectiveness<br>• modifications and improvements to systems, processes, services and products<br>• policies and procedures that allow an organisation to systematically review and improve the quality of its products, services and procedures<br>• seeking and considering feedback from a range of stakeholders. |
| *Stakeholders* may include: | • business or government contacts<br>• funding bodies<br>• individuals within the work team<br>• internal and external contacts<br>• organisation's clients and customers<br>• professional associations<br>• senior management and board members |

**RANGE STATEMENT**

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| | • unions and employee groups. |
| *Sustainability requirements* may include: | • addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits |
| | • applying the waste management hierarchy in the workplace |
| | • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments |
| | • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment |
| | • implementing ecological footprinting |
| | • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses |
| | • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus |
| | • improving resource and energy efficiency |
| | • initiating and maintaining appropriate organisational procedures for operational energy consumption |
| | • introducing a green office program (a cultural change program) |
| | • introducing green purchasing |
| | • introducing national and international reporting initiatives, e.g. Global Reporting Initiative |
| | • introducing product stewardship |
| | • reducing emissions of greenhouse gases |
| | • reducing use of non-renewable resources |
| | • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting |
| | • supporting sustainable supply chain. |
| *Knowledge management systems* may include: | • best practice transfer |
| | • communities of practice |
| | • cross-project learning |
| | • expert directories |
| | • knowledge brokers' knowledge mapping |
| | • knowledge repositories |
| | • measuring and reporting intellectual capital |
| | • mentoring |

| RANGE STATEMENT | |
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| | • performance management<br>• post-project reviews<br>• proximity and architecture<br>• social software<br>• storytelling. |
| *Operational progress* may refer to: | • customer service indicators<br>• OHS indicators<br>• productivity gains<br>• success in meeting agreed goals and performance indicators. |
| *Recording of work team performance* may include: | • annotated performance plans<br>• quantitative data, such as production figures<br>• recommendations for improvement<br>• records and reports. |

# Unit Sector(s)

| Unit sector | |
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# Competency field

| Competency field | Management and leadership - management |
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# Co-requisite units

| Co-requisite units | | |
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