



Australian Government

Department of Education, Employment and Workplace Relations

CPPBDN8004A Lead the building design team

Release: 1

CPPBDN8004A Lead the building design team

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to lead and manage a building design team. The skills to coordinate the team's technical and creative skills to meet client needs are of critical importance. It also specifies the skill requirements for effectively conducting the project, providing comprehensive and appropriate role definitions for each team member, and measuring and monitoring staff performance.

The unit also covers the ability to provide leadership, respond to the development needs of staff, and ensure compliance with required employment processes.

Application of the Unit

This unit of competency supports building designers who scope and manage the initiation and planning of design projects for large and complex buildings, including construction Type A buildings defined by the Building Code of Australia (BCA). In managing these projects, building designers work with other team members who may be employees of the practice or contractors.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

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

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| 1 | Determine staffing requirements of the organisation | 1.1 | Organisation's goals, and requirements of the work to be undertaken, are identified and analysed. |
| | | 1.2 | Information on existing staff skills and knowledge is assessed to ensure access to the required mix and level of skills. |
| | | 1.3 | Gaps in the skills and knowledge of staff are identified. |
| | | 1.4 | Need for additional human resources or contractors is established. |
| | | 1.5 | <i>HR policies</i> are developed and implemented to support the effective operation of staff and the organisation. |
| 2 | Measure and monitor staff performance levels | 2.1 | Goals and objectives of individual staff members' roles are established. |
| | | 2.2 | <i>Performance appraisals</i> are conducted according to organisation's needs and using a structured performance appraisal system. |
| | | 2.3 | Results of performance appraisals are analysed to identify resource requirements and/or professional development needs of staff. |
| | | 2.4 | <i>Support is provided to individuals and teams</i> to enhance performance and achievement of the organisation's goals and effective completion of projects. |
| | | 2.5 | Performance is managed in line with organisational and legal requirements. |

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| 3 | Review and respond to professional development needs of staff | 3.1 | Current and future <i>professional development needs of staff</i> are identified using a range of methods. |
| | | 3.2 | Opportunities are provided for staff members to develop their creative, design and technical skills within the organisation. |
| | | 3.3 | Training and development needs of staff are accounted for in relevant budgets and operational plans. |
| 4 | Manage team effectiveness | 4.1 | Effective and open communication channels are established and maintained with staff and contractors. |
| | | 4.2 | Updates of the organisation's plans and projects are communicated and opportunities are given to staff to be involved in planning processes. |
| | | 4.3 | Teams and individuals are provided with guidance to establish goals, responsibilities and accountabilities. |
| | | 4.4 | Effective strategies to facilitate team growth and increase <i>motivation</i> are developed, trialled and implemented. |

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
 - manage documents
 - manage human resources
 - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
 - analyse staffing and skills profiles
 - develop effective approaches to building staff expertise
 - manage workplace performance
 - identify appropriate external expertise and subcontractors
- interpersonal skills to:
 - interact with staff and subcontractors
 - manage conflict
- language, literacy and numeracy skills to:
 - communicate at project management level with staff and subcontractors, including:
 - coaching
 - writing reports
 - interpret and apply complex information, including legislation and employment agreements and contracts
- leadership skills to:
 - establish team goals
 - support team in achieving goals
- team building skills to manage professional development of team members

Required knowledge

- coaching methods
- employment and workplace legislation
- leadership models and styles
- performance appraisal models and use
- process for skills needs analysis
- processes and procedures for goal setting
- processes and procedures for human resource planning
- psychology of teams to facilitate team development and effectiveness

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.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person should demonstrate the ability to:</p> <ul style="list-style-type: none"> • analyse the staffing requirements of a business design team working on large and complex projects • develop and apply a process to monitor and measure staff performance with at least two workers • demonstrate the application of methodologies to determine and fulfil staff skill development requirements • apply methodologies and processes to provide effective team leadership.
<p>Context of and specific resources for assessment</p>	<p>Assessment of this unit:</p> <ul style="list-style-type: none"> • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills • must meet relevant compliance requirements. <p>Resource implications for assessment include:</p> <ul style="list-style-type: none"> • access to: <ul style="list-style-type: none"> • suitable assessment venue and equipment • suitable simulated or real opportunities and resources to demonstrate competence • assessment instruments.
<p>Method of assessment</p>	<p>Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the

	<p>work required to meet the required outcomes</p> <ul style="list-style-type: none"> • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	<p>This unit could be assessed on its own or in combination with other units relevant to the job function.</p> <p>Where applicable, physical resources should include equipment modified for people with disabilities.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.</p>

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.

<i>HR policies</i> may include:	<ul style="list-style-type: none"> • enterprise bargaining agreements • HR administration of records and databases • induction processes and programs • job description and performance appraisals • leave entitlements • OHS • recruitment and selection • remuneration practices • rewards and recognition practices • termination procedures.
<i>Performance appraisals</i> may be linked to outcome targets and may include:	<ul style="list-style-type: none"> • 360 degree feedback • counselling meetings • formal annual, half yearly or quarterly performance appraisals • informal one-to-one review discussions • probationary reviews.
<i>Support provided to individuals and teams</i> may include:	<ul style="list-style-type: none"> • additional capital resources, such as updated software or technology • additional human resources

	<ul style="list-style-type: none"> • buddy systems • coaching • counselling • mentoring • on or off-the-job training and development.
<i>Professional development needs of staff</i> may be determined by:	<ul style="list-style-type: none"> • changes to work practices and processes • customer feedback • individual staff requests for training • introduction of new technologies or software applications, such as 3-D modelling • performance appraisals • staff surveys • supervisor reports on individual staff.
<i>Motivation</i> theories may include:	<ul style="list-style-type: none"> • David C. McClelland's theories of achievement motivation • Herzberg's motivation theory • Maslow's hierarchy of needs • Theory X • Theory Y.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.