



Australian Government

Department of Education, Employment and Workplace Relations

MSS407006A Build relationships between teams in an operations environment

Release: 1

MSS407006A Build relationships between teams in an operations environment

Modification History

New unit, superseding MSACMG706A Build relationships between teams in a manufacturing environment - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop an attitude of respect for individuals in teams and trust between individuals, teams, supervisors and management in order to develop a suitable culture for implementing and sustaining competitive systems and practices initiatives.

Application of the Unit

This unit is intended for team leaders and people with a similar sphere of influence/scope of authority and responsibility. It builds on more general competitive systems and practices graduate units and specifically addresses inter-team issues. The unit also encompasses intra-team issues where these are a barrier. The unit envisages a specialist facilitation role in assisting with implementing an organisation competitive systems and practices culture. It is also about developing a 'whole of value stream' view so that there is not competition between individuals or teams, but rather cooperation to achieve organisation and value stream goals with competition being directed towards other organisations competing in the marketplace.

This unit may also be applied to service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

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

1	Identify organisational relationships	1.1	Map actual and intended process flows within and between teams
		1.2	Map actual and intended communication/information/data flows within and between teams
		1.3	Identify and map other interactions (actual and intended) within and between teams
		1.4	Determine the consequences in terms of customer benefit of intended flows/interactions
		1.5	Determine the consequences in terms of customer benefit of the actual flows/interactions
2	Foster cooperation within team	2.1	Present relationships information to team members
		2.2	Discuss areas where greater cooperation would yield benefits
		2.3	Agree on ways to achieve greater cooperation in these areas
		2.4	Facilitate team implementation of agreed changes

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| 3 | Foster cooperation between teams | 3.1 | Present relationships information to teams/team representatives |
| | | 3.2 | Discuss areas where greater cooperation would yield benefits |
| | | 3.3 | Agree on ways to achieve greater cooperation in these areas |
| | | 3.4 | Obtain any necessary approvals for proposed changes |
| | | 3.5 | Facilitate implementation by teams of agreed changes |
| | | | |
| 4 | Identify sources of tension, conflict or competition | 4.1 | Examine team and individual key performance indicators (KPIs) for sources of conflict/competition |
| | | 4.2 | Examine flows and interactions for possible sources of conflict and competition |
| | | 4.3 | Observe interactions between team members and identify tensions, conflicts and competition |
| | | 4.4 | Observe interactions between teams and identify tensions, conflicts and competition |
| | | 4.5 | Observe response to change and resistance to change |
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| 5 | Reduce causes of tension, conflict or competition | 5.1 | Draft modified KPIs to reduce causes of conflict and competition |
| | | 5.2 | Draft modified systems causing conflicting flows and interactions |
| | | 5.3 | Facilitate discussions within and between teams to identify causes of tensions, conflicts and competition |
| | | 5.4 | Facilitate discussions to develop a consensus solution to identified causes of tensions, conflicts and competition |
| | | 5.5 | Obtain any required approvals for suggested/drafted changes |
| | | 5.6 | Facilitate the implementation of the agreed solutions |
| | | 5.7 | Take actions to ensure agreed changes become standard practice |

Required Skills and Knowledge

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

Required skills

Required skills include:

- identifying competitive systems and practices techniques and tools used by downstream, upstream and support teams, including:
 - value stream mapping
 - 5S
 - Just in Time (JIT)
 - mistake proofing
 - process mapping
 - six sigma
 - establishing customer pull
 - kaizen and kaizen blitz
 - setting of KPIs/metrics
 - identification and elimination of waste (muda)
- determining value in terms of customer benefit for downstream, upstream and support teams
- determining impact on value of each team from operations of other teams
- communicating with other teams and team leaders, other employees and external representatives relevant to competitive systems and practices
- communicating using different media and format and to audiences and individuals from a variety of literacy and numeracy levels
- maximising cooperation between teams on:
 - setting of KPIs
 - solving problems to root cause
 - disruptions to flow
 - variations of flow level/volume
 - variations in quality/quantity/timeliness
 - implementing standardisation
- ensuring awareness of teams of performance requirements
- communicating sources of assistance to own and other team members

Required knowledge

Required knowledge includes:

- competitive systems and practices principles, strategies and techniques, including:
 - value stream mapping
 - 5S
 - JIT
 - mistake proofing
 - process mapping
 - six sigma
 - establishing customer pull
 - kaizen and kaizen blitz
 - setting of KPIs/metrics
 - identification and elimination of waste (muda)
- organisational goals, products and processes
- types of KPIs, their applications and limits
- approval processes within organisation
- communication methods across a variety of media and formats, including preparation of formal proposals and negotiations
- continuous improvement
- process mapping, communication and people interaction mapping
- customer perception of value

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 who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • critically examine relationships within and between downstream, upstream and support teams and to take action to improve them • identify relationships/relationship maps • identify sources of conflict/tension • consensus development of improvement plans, including setting of KPIs • implement improvement plans and rechecking subsequent relationships.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p>

	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</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. **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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems, • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	<p>Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used</p>
HSE	<p>All changes implemented are expected to be at least neutral, or preferably beneficial in their impact on HSE</p>

<p>Relationship between organisational teams</p>	<p>Organisational teams may include:</p> <ul style="list-style-type: none"> • downstream customer teams • upstream supplier teams • support teams (e.g. maintenance and information technology (IT)) <p>Relationship between teams includes:</p> <ul style="list-style-type: none"> • the impact of teams on each others' work expressed in competitive systems and practices terms <p>Impacts covered could include:</p> <ul style="list-style-type: none"> • supplier, customer and support team impacts on: <ul style="list-style-type: none"> • flow • pull • takt time • waste
<p>Cooperation within teams</p>	<p>Cooperation within team may include:</p> <ul style="list-style-type: none"> • assistance with problem solving • dealing with disruptions to flow • dealing with variations of flow level/volume • dealing with variations in quality/quantity/timeliness
<ul style="list-style-type: none"> • KPIs 	<p>KPIs may include:</p> <ul style="list-style-type: none"> • reward systems • systems (formal and informal) which encourage some types of behaviour over others
<ul style="list-style-type: none"> • Resistance to change 	<p>Resistance to change may be:</p> <ul style="list-style-type: none"> • overt or covert
<p>Stakeholders</p>	<p>Stakeholders may include:</p> <ul style="list-style-type: none"> • work team members • value stream members as well as other stakeholders
<p>Team leader</p>	<p>Team leader may include:</p> <ul style="list-style-type: none"> • any person who may have either a permanent or an ad hoc role in facilitating the function of a team in a workplace

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.