



Australian Government

Department of Education, Employment and Workplace Relations

PRSSO323A Lead small teams

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This competency standard covers the skills and knowledge required to lead and develop small teams to achieve designated assignment instructions within a security context. It requires the ability to allocate duties and schedule rosters, set and maintain team and individual performance standards, facilitate open communication and resolve individual or team concerns. This work would be carried out under limited supervision within organisational guidelines.

Functional Area: Elective, Security Operations

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Functional Area: Elective, Security Operations

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element	Performance Criteria
1 Facilitate team planning	<p>1.1 Individual and team purpose, roles and responsibilities are clarified, agreed upon and defined in accordance with organisational goals and objectives</p> <p>1.2 Assignment instructions are identified and clearly communicated to team members in accordance with legislative and organisational requirements</p> <p>1.3 Open communication within the team is encouraged and facilitated to ensure full understanding and accurate exchange of information</p> <p>1.4 Team effort is rewarded and support provided to develop mutual concern and camaraderie and to maximise benefit from team diversity</p>
2 Monitor team performance	<p>2.1 Duties, rosters and responsibilities are assessed against and matched to team capabilities and is in accordance with assignment instructions, legislative and organisational requirements</p> <p>2.2 Performance of the team and individual members is systematically monitored against defined measurable performance criteria to ensure the satisfactory completion of assignment instructions</p> <p>2.3 Adequate consideration is given to contingencies when allocating specific rosters duties and responsibilities to team members</p> <p>2.4 Performance expectations are assessed objectively against assignment and client expectations, team and individual capabilities</p> <p>2.5 Performance expectations are communicated clearly to individual team members and the team as a whole</p> <p>2.6 Industrial relations requirements are considered and adhered to in maintaining the team and addressing team and individual concerns</p>

- 3 Develop team performance
- 3.1 Effective working relationships are established and maintained through the provision of appropriate support, communication and feedback
 - 3.2 Constructive feedback on quality of performance is regularly provided to team members for integration into work practices
 - 3.3 Positive action to address deficiencies or areas for improvement in team performance is taken and handled sensitively
 - 3.4 Team is supported and encouraged to achieve its goals and changing priorities through active reflection and participation in team activities and communication processes
 - 3.5 Team concerns are acknowledged and addressed as required and wherever possible discussed and resolved within the team
 - 3.6 In the event of non-resolution, team concerns are constructively presented to and discussed with appropriate personnel in a timely and objective manner using established dispute resolution procedures

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to lead small teams. Assessment of performance should be over a period of time covering all categories within the Range of Variables statements that are applicable in the learning environment.

What critical aspects are required for evidence of competency?

Clearly define and communicate roles and responsibilities, assignment instructions and organisational goals and objectives to individual and team members.

Select and allocate duties and responsibilities appropriate to individual knowledge, skill, aptitude and assignment requirements.

Communicate performance expectations for a range of tasks and duties within the team and provide constructive feedback.

Assess and monitor team and individual performance against set measurable criteria and create opportunities to maintain or improve individual and/or team performance.

Communicate effectively on a one-to-one and group basis with colleagues, clients and supervisors and develop trust and confidence in workplace relationships.

Acknowledge individual or team concerns and facilitate discussion and resolution within the group.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

organisational policies, procedures, goals, objectives and direction

individual and team roles, responsibilities and accountability

relevant legislation and regulations including OHS

organisational performance standards, criteria and assessment techniques

teamwork principles and strategies and relationship-building techniques

organisational procedures and guidelines appropriate to own role, responsibility and delegation

reporting procedures and documentation requirements and processes

rights and responsibilities of employers and employees

site layout and access points

types of security systems and respective activation and deactivation processes

technology applications and how it can be used to assist in the scheduling of tasks.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some specific skills are required. These include the ability to:

communicate, interact and provide constructive feedback to individual and team members
use coaching and mentoring skills to provide support and build effective workplace relationships

apply effective interpersonal techniques including active listening

apply conflict resolution and negotiation techniques

provide effective informal performance counselling

acknowledge and resolve individual or team problems

prioritise work tasks to meet designated schedules

accurately maintain records and documentation.

What resources may be required for assessment?

Access to a suitable venue and equipment.

Access to plain English version of relevant statutes and procedures.

Assignment instructions, work plans and schedules, policy documents and duty statements.

Assessment instruments, including personal planner and assessment record book.

Access to a registered provider of assessment services.

What is required to achieve consistency of performance?

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor. The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

Assessment against this unit may involve the following:

Continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statement that make up the unit.

Continuous assessment in the workplace, taking into account the range of variables affecting performance.

Self-assessment on the same terms as those described above.

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

Key competency levels

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added.

Information below highlights how these processes are applied in this competency standard.

1 - perform the process

2 - perform and administer the process

3 - perform, administer and design the process

How can **communication of ideas and information** be applied? **(2)**

Individual or team concerns may be addressed and resolved through facilitated discussion within the group.

How can **information be collected, analysed and organised**? **(1)**

Roles, responsibilities and organisational goals and objectives may be defined and clearly communicated to individual and team members.

How are **activities planned and organised**? **(1)**

Individual and team performance may be systematically monitored and feedback regularly provided or sequenced as required.

How can **team work** be applied? **(2)**

Open communication and constructive feedback may be used to encourage and support individual and team members to improve their performance and meet designated tasks within timeframes.

How can the use of **mathematical ideas and techniques** be applied? **(1)**

Mathematical techniques may be used to prioritise work tasks and schedule rosters.

How can **problem solving skills** be applied? **(1)**

Established dispute resolution procedures may be used to sensitively resolve individual or team problems.

How can the **use of technology** be applied? (1)

Technology may be used to communicate, record and manage information.

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Range Statement

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

Organisational goals and objectives may include:

- reporting deadlines
- budgetary targets
- team participation
- team and individual learning goals.

Assignment instructions may include:

- client brief
- instructions from the supervisor
- roster/shift details
- reporting procedures and documentation requirements
- resource and equipment requirements
- schedules
- work tasks and procedures
- personal protective equipment requirements.

Applicable legislation, codes and national standards:

Must relate to:

relevant Commonwealth/State/Territory legislation which affect organisational operation:

- Occupational Health and Safety
- environmental issues
- equal employment opportunity
- industrial relations
- anti-discrimination and diversity

licensing requirements

Australian Standards, quality assurance and certification requirements.

May relate to:

- relevant industry Codes of Practice
- award and enterprise agreements
- trade practices.

Organisational requirements may relate to:

- legal and organisational policy and procedures including personnel practices and guidelines
- organisational goals, objectives, plans, systems and processes
- legislation relevant to the operation, incident and/or response
- employer and employee rights and responsibilities
- business and performance plans
- policies and procedures relating to own role, responsibility and delegation
- quality and continuous improvement processes and standards
- client service standards
- defined resource parameters
- Occupational Health and Safety policies, procedures and programs
- emergency and evacuation procedures
- duty of care, code of conduct, code of ethics

access and equity policy, principles and practice
records and information systems and processes
communication channels and reporting procedures.

Communication techniques may include:

two-way interaction
constructive feedback
active listening to clarify and confirm understanding
active silence
non-verbal positive actions
reflection and summarising
use of positive, confident and co-operative language
control of tone of voice and body language
culturally aware/sensitive use of language and concepts
demonstrating flexibility and willingness to negotiate.

Contingencies may involve:

preferences
impending leave
domestic considerations
team dynamics and combinations
individual strengths and weaknesses.

Constructive feedback may include:

formal/informal performance appraisals
comments from supervisors, colleagues or clients
personal, reflective behaviour strategies
workplace assessment.

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Unit Sector(s)

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