



**Australian Government**

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

# **SIRXMGT003A Lead and manage people**

**Revision Number: 1**

## **SIRXMGT003A Lead and manage people**

### **Modification History**

Not applicable.

### **Unit Descriptor**

**Unit descriptor** This unit describes the performance outcomes, skills and knowledge required to lead and manage teams.

### **Application of the Unit**

**Application of the unit** This unit involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans and targets.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

**Prerequisite units** Nil

## Employability Skills Information

**Employability skills** The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |   |                  |     |   |
|---|------------------|-----|---|
| 1 | Lead the team.   | 1.1 | Ensure leadership style reflects the <b><i>store image and culture</i></b> .  |
|   |                  | 1.2 | Create an environment in which <b><i>team members</i></b> are motivated to achieve high standards of performance.   |
|   |                  | 1.3 | Analyse and evaluate personal leadership style in terms of effects on motivation and performance of team members.   |
| 2 | Lead by example. | 2.1 | Demonstrate high standards of personal performance.   |
|   |                  | 2.2 | Demonstrate willingness to confront <b><i>difficult situations and problems</i></b> .                               |
|   |                  | 2.3 | Use honest, open consultation to facilitate <b><i>communication</i></b> with team members.                          |
|   |                  | 2.4 | Deal with difficult situations fairly, openly and promptly according to <b><i>store policy and procedures</i></b> . |

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3 Develop and communicate team objectives.	<p>3.1 Develop clear, accurate and relevant team objectives, including expected performance standards.</p> <p>3.2 Ensure objectives are achievable within designated time limits and according to <i>resources</i> available.</p> <p>3.3 Explain objectives clearly and at a level and pace appropriate to team members.</p> <p>3.4 Regularly review objectives according to team or store policy changes.</p> <p>3.5 Encourage team members to provide <i>feedback</i> on objectives and to clarify areas of uncertainty.</p>
4 Establish, develop and improve teams.	<p>4.1 Access <i>relevant information</i> to develop plans based on accurate assessment of current <i>competencies</i> and career aspirations according to current and future store requirements.</p> <p>4.2 Assist and encourage individuals to take responsibility for their self-development.</p> <p>4.3 Ensure team building and development plans contain clear, realistic objectives.</p> <p>4.4 Minimise unproductive friction between team members.</p> <p>4.5 Take collaborative approach with team members, colleagues and management to establish constructive relationships.</p> <p>4.6 Encourage team members to offer ideas, views or suggestions.</p> <p>4.7 Recognise suggestions offered by team members, and provide explanations if proposals rejected.</p> <p>4.8 Recognise outstanding achievements.</p> <p>4.9 Ensure promises and undertakings to team are realistic and honoured.</p> <p>4.10 Give team members appropriate support in areas that may affect work performance and morale.</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
5 Develop self.	5.1 Identify own current competencies and development needs according to current position description and future career aspirations.
	5.2 Develop realistic, achievable and challenging objectives and regularly review them.
	5.3 Accept responsibility for achieving self-development objectives.
	5.4 Regularly review own progress and performance with <i>appropriate personnel</i> .
	5.5 Use feedback received to improve future performance.
6 Delegate responsibility and authority.	6.1 Clearly define team and individual responsibilities and limits of responsibility according to store policy.
	6.2 Provide information in a manner and at a pace appropriate for the individual.
	6.3 Ensure delegation is unambiguous, explicit and able to be carried out within a designated timeframe.
	6.4 Negotiate resources and implementation methods effectively with team members.
	6.5 Ensure support and resources available are accessible and sufficient for the needs of the operation.
	6.6 Review delegation regularly and revise as required.
7 Consult with team.	7.1 Clearly and concisely communicate policies, plans, problems and solutions to team according to store policy.
	7.2 Demonstrate active and clear communication to team on store policy and operational issues.
	7.3 Clearly establish meeting purposes.
	7.4 Present information clearly.
	7.5 Encourage positive contributions from all members of group.
	7.6 Allocate discussion time to items according to importance, urgency or complexity.
	7.7 Ensure leadership style is appropriate for purpose and

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	membership of group.
	7.8 <b>Record</b> decisions accurately and act upon them as required.
	7.9 Perform written and verbal communication in a clear and concise manner according to store policy.
8 Support the team.	8.1 Actively support staff, colleagues and management within store policy guidelines in situations involving store policies or operations.
	8.2 Actively support team members in achievement of realistic goals.
	8.3 Actively focus team members towards store plans and targets.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- presenting information
- conflict resolution
- leadership skills
- interpersonal communication skills to:
  - consult with team members
  - deal with difficult situations
  - develop and communicate team objectives including encouraging feedback
  - encourage ideas, views or suggestions from team members
  - review own progress and performance with appropriate personnel
  - provide information on responsibilities
  - negotiate resources and implementation methods through clear and direct communication
  - ask questions to identify and confirm requirements
  - give instructions and constructive feedback
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills in regard to communicating ideas and information.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - job role and responsibilities
  - people management
  - staff development
  - leadership
  - team and company objectives
- principles and techniques in interpersonal communication skills, including:
  - conflict resolution
  - negotiation
  - consultation
  - team building
  - training and mentoring

## REQUIRED SKILLS AND KNOWLEDGE

- delegation
- Training Packages and competency standards
- relevant legislation.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- establishes effective and collaborative teams to achieve common objectives
- manages teams to perform effectively and collaboratively by:
  - using a leadership style that supports store image, culture and business strategic direction
  - creating an environment to achieve high standards
  - maintaining effective communication with staff
  - leading by example
  - consulting honestly and openly
  - dealing with difficult situations fairly, openly and promptly
  - evaluates, analyses and enhances own leadership style
  - evaluates and improves the effective performance of teams
  - leads teams in an effective, open, consultative and supportive manner
  - delegates appropriate responsibility and authority to team members.



## EVIDENCE GUIDE

### Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures on people management and staff development
  - team and company objectives
- a team.

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

## RANGE STATEMENT

environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Store image and culture*** may relate to:

- range of products and services
- personal and store presentation
- organisational structure, including own position and role within the structure
- chain of command
- workplace policy and procedures
- organisational values
- mission statement
- workplace goals.

***Team members*** may:

- come from a variety of social, cultural or ethnic backgrounds
- vary in literacy and numeracy skills
- vary in competencies.

***Difficult situations and problems*** may include:

- unsafe work practices
- dealing with difficult customers
- dealing with customer complaints
- resolving staff conflict
- managing emergency situations.

***Communication*** may include:

- verbal
- individuals or groups
- formal or informal meetings
- written correspondence, memos
- email, fax, telephone
- use of languages other than English including local community languages, Indigenous languages and visual languages such as sign language.

## RANGE STATEMENT

***Store policy and procedures*** in regard to:

- staff development, people management and leadership style
- conflict resolution and grievance procedures.
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***Resources*** may include:

- training materials
- equipment
- relevant information.

***Feedback*** may be sought and given:

- verbally
- in languages other than English including local community languages, Indigenous languages and visual languages such as sign language
- in writing
- in groups
- individually.

Sources of ***relevant information*** may include:

- personal observation and experience
- colleagues, supervisors and managers
- personnel documentation and files
- unions
- industry associations
- industry publications
- internet
- information services
- industry contacts, mentors and advisers.

***Competencies*** may include:

- customer service skills
- communication skills
- conflict resolution skills
- team building skills
- industry specific skills.

**RANGE STATEMENT**

*Appropriate personnel* may include:

- supervisor and manager
- team members.

Methods used to *record* decisions may include:

- manual
- digital
- allocated proformas.

**Unit Sector(s)**

**Sector**

Cross-Sector

**Competency field**

**Competency field**

Management and Leadership