



Australian Government

Department of Education, Employment and Workplace Relations

SISXCAI306A Facilitate groups

Release: 1

SISXCAI306A Facilitate groups

Modification History

Not Applicable

Unit Descriptor

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| Unit descriptor | <p>This unit describes the performance outcomes, skills and knowledge required to establish a functional group within the context of a sport and recreation activity. The unit focuses on the ability to facilitate a group of clients participating in a sport and recreation activity or persons within a recreation organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
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Application of the Unit

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| Application of the unit | <p>This unit applies to those who work as group leaders in a range of settings in the sport, recreation or fitness industry. This may include those working in after-school or holiday-care programs in a range of locations, those assisting a responsible person in coaching activities, or those undertaking a supporting role in indoor recreation activities and outdoor recreation activities, such as camps and other guided activities.</p> |
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

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| Prerequisite units | | |
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| Prerequisite units | | |
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Employability Skills Information

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| Employability skills | This unit contains employability skills. |
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Elements and Performance Criteria Pre-Content

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| 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. Plan for the establishment of a group. | 1.1. Identify the activity goals of the individuals and group. 1.2. Identify <i>group dynamics</i> and potential <i>barriers</i> to group development and performance. 1.3. Establish a <i>group performance</i> plan to meet needs and activity outcomes. |
| 2. Develop group commitment and cooperation. | 2.1. Develop group effectiveness through active participation of all group members. 2.2. Establish systems and mechanisms to monitor and review group development and performance. 2.3. Develop and implement strategies to reduce and eliminate barriers. 2.4. Demonstrate use of open communication to establish trust, confidence and ownership in group decision-making, feedback and problem-solving processes. |
| 3. Facilitate group processes and performance. | 3.1. Demonstrate use of <i>collaborative approaches</i> to develop effective working relationships. 3.2. Facilitate individual and collective engagement while maintaining group cohesion. 3.3. Devolve responsibility and accountability to group members, where appropriate to the activity context, program aims and group members' abilities. 3.4. Implement effective conflict-resolution strategies where appropriate. 3.5. Demonstrate routine use of inclusive communication strategies. 3.6. Monitor the performance of group members using established review systems. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- problem-solving skills to address activity-specific problems and client interaction

REQUIRED SKILLS AND KNOWLEDGE

or conflict

- communication and interpersonal skills to enhance interaction with clients
- conflict-resolution and negotiation skills to enable smooth functioning of the group
- literacy skills to enable the creation of written plans and performance records.

Required knowledge

- theories of group dynamics to understand and respond to group behaviour
- stages of group formation, such as forming, norming, storming, performing and adjourning to enable effective and constructive group support
- leadership styles, categories and types
- facilitation techniques to assist the group to obtain the best outcomes.

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, 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:

- identifies and clarifies group and individual goals and interacts effectively with group members who have diverse styles, aspirations, cultures and perspectives
- analyses problems and barriers to group development and participation, and develops appropriate strategies to address and resolve them
- communicates clearly and concisely with the group and handles uncertainty and conflict in a positive manner before it adversely affects group performance
- encourages group to openly propose, discuss and resolve issues and creates opportunities to celebrate and promote group and individual success by providing positive leadership.

Context of and specific resources for assessment

Assessment must ensure interaction with and facilitation of a group of clients participating in a sport and recreation activity on multiple occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- diverse groups of clients participating in a recreation or sport activity, or persons within a recreation or sporting organisation.

Method 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 planning for a group activity
- observation of interacting with a range of groups, including facilitating group processes
- observation of applying effective conflict-resolution techniques
- oral and or written questioning to assess knowledge of techniques and activity skills in relation to the session
- third-party reports from a supervisor detailing

| EVIDENCE GUIDE | |
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| | <p>appropriate work performed by the candidate.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • SISXCAI303A Plan and conduct sport and recreation sessions. |
| Guidance information for assessment | |

Range Statement

| RANGE STATEMENT | |
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| <p>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.</p> | |
| <i>Group dynamics</i> may include: | <ul style="list-style-type: none"> • communication • decision making • conflict resolution • trust • safety • respect. |
| <i>Barriers</i> may include: | <ul style="list-style-type: none"> • conflict of interest • conflict between individual and group goals • personality clashes • poor communication skills • lack of group cohesion and commitment to goals • poorly defined roles and responsibilities. |
| <i>Group performance</i> may include: | <ul style="list-style-type: none"> • monitoring and assessment methods • factors that may contribute to optimal performance, such as: <ul style="list-style-type: none"> • task allocation • mentoring. |

RANGE STATEMENT

Collaborative approaches may include:

- group management skills
- group decision making
- listening skills
- negotiation techniques
- defining roles and responsibilities.

Unit Sector(s)

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| Unit sector | Cross Sector |
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Co-requisite units

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| Co-requisite units | | |
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Competency field

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| Competency field | |
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