Australian Government

Department of Education, Employment and Workplace Relations

SITXHRM005A Lead and manage people

Revision Number: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

SITXHRM005A 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 of people in the workplace, including volunteers where appropriate. The unit focuses on modelling high standards, developing commitment and managing team performance through effective leadership.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to frontline managers and supervisors who are responsible for leading and motivating teams in any industry context. It requires the application of highly developed communication, interpersonal and leadership skills with a strong focus on team development.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency 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 Model high standards of performance and behaviour.	1.1 Make individual performance a positive role model for others.
	1.2 Show support for and commitment to organisation goals in day-to-day work performance.
	1.3 Treat people with integrity, respect and empathy.
2 Develop team commitment and cooperation.	2.1 Develop and clearly communicate **_plans and objectives_** in consultation with the **_team_**.
	2.2 Make plans and objectives consistent with organisation goals.
	2.3 Communicate **_expectations_**, **_roles and responsibilities_** of team members and leaders in a way that encourages individuals and teams to take responsibility for their

ELEMENT	PERFORMANCE CRITERIA
	work.
	2.4 Encourage teams and individuals to develop *innovative approaches* to work.
	2.5 Identify, encourage, value and reward individual and team efforts and contributions.
	2.6 Model and encourage *open and supportive communication styles* within the team.
	2.7 Seek and share *information from the wider environment* with the team.
	2.8 Represent the team's interests appropriately in the wider environment.
3 Manage team performance.	3.1 Assess the skills of team members and provide opportunities for *individual development*.
	3.2 Monitor team performance to ensure progress towards achievement of goals.
	3.3 Delegate tasks and responsibilities appropriately, identify barriers to delegation and implement processes to overcome them.
	3.4 Provide mentoring and coaching support to team members.
	3.5 *Provide recognition and reward* for team achievements.

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:

- communication and interpersonal skills to provide effective support and motivation to a team and overcome communication barriers
- planning and organisational skills to ensure activities and initiatives important to team development are integrated into own work planning
- literacy skills to interpret a wide range of operational workplace information and develop clear and articulate team plans
- time management skills
- problem solving and decision making skills.

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

- roles of and functions performed by supervisors and managers
- different leadership styles and the characteristics of effective leadership
- principles of teamwork, including characteristics of effective teams, roles and attributes of team members, organisation of teams, potential team problems and the benefits of effective teamwork
- role and theories of motivation and their application to different workplace contexts
- typical causes of workplace conflict, including cultural differences
- impact of conflict on the role of leaders
- organisational structure and group dynamics
- formal and informal communication methods and application
- legislative issues that impact on team management, including equal employment opportunity (EEO), diversity, anti-discrimination and unfair dismissal
- types of plans and planning processes.

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.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of leadership, motivation and teamwork principles • ability to build positive team spirit and effectively manage overall team performance within a specific workplace context • project or work activities conducted over a period of time to allow the candidate to play an ongoing team-leading role.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a team whose overall performance is the responsibility of the candidate.
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: • evaluation of team leadership within a project or activity managed by the candidate • evaluation of reports prepared by the candidate detailing how team commitment was encouraged and how team performance was managed during the conduct of a project • case studies to develop approaches to specific team leadership situations • oral or written questions to assess theoretical knowledge of leadership, motivation and teamwork • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

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 with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Plans and objectives may be short, medium or long-term and relate to:	• sales targets • performance targets for a particular project • increased productivity • meeting key performance indicators • organisational strategies • operational activities • task management • contingency management.
Team may be:	• project-based • permanent teams • paid workers • volunteers.

RANGE STATEMENT

Expectations, ***roles and responsibilities*** may include:	• nature and scope of work • relationships with others in the workplace and interdependent areas of activity • roles of leaders and managers, including information provision, decision making, planning and organising, and monitoring staff • expectations around communication • reporting requirements.
Innovative approaches may include:	• making suggestions about better ways of doing things • alerting colleagues to the potential of new technologies • trying new approaches to old problems • seeking information or ideas from unexpected places.
Open and supportive communication styles may include:	• planned and unplanned exchanges of information • providing open access to documents • using technology to support effective communication, e.g. email groups • involving others in developing solutions • being prepared to declare own need for assistance • providing constructive feedback.
Information from the wider environment which may affect the team may include:	• overall organisation objectives • rationale for management decisions • changes in organisation policies • marketing information and targets • business performance information, including financial • technology updates • plans for new equipment • training developments.
Opportunities for ***individual development*** may include:	• internal training and professional development • external training and professional development • change in job responsibilities • opportunity for greater autonomy or responsibility • formal promotion.

RANGE STATEMENT

Recognition and reward for team members may include:	• informal acknowledgment
	• acknowledgment to the whole team of an individual's good performance
	• presentation of awards
	• written report to management
	• incentive initiatives.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Human Resource Management