



Australian Government

Department of Education, Employment and Workplace Relations

BSBCMN404A Develop teams and individuals

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of the workgroup.

This unit is related to BSBCMN304A Contribute to personal skill development and learning.

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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 Determine development needs	1.1 Learning and development needs are systematically identified and implemented in line with organisational requirements 1.2 A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement 1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning needs
2 Develop individuals and teams	2.1 Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of competency standards 2.2 Learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Workplace learning opportunities and coaching and mentoring assistance are provided to facilitate individual and team achievement of competencies 2.4 Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Resources and timelines required for learning activities are identified and approved in accordance with organisational requirements
3 Monitor and evaluate workplace learning	3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the

extent of additional development support

- 3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning
- 3.4 Records and reports of competency are documented and maintained within organisational requirements

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Identifying and implementing learning opportunities for others

Giving and receiving feedback constructively

Facilitating participation of individuals in the work of the team

Negotiating learning plans to improve the effectiveness of learning

Preparing learning plans to match skill needs

Accessing and designing learning opportunities

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Knowledge of the principles of coaching and mentoring for development of competence

Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives

Understanding how to facilitate team development and improvement

Knowledge of the organisation's policies, plans and procedures

Understanding methods and techniques for eliciting and interpreting feedback

Understanding methods for identifying and prioritising personal development opportunities and options

Knowledge of career paths and competency standards in the industry

Underpinning Skills

Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding; maintain records of learning

Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management

Planning skills to organise required resources and equipment to meet learning needs

Coaching and mentoring skills to provide support to colleagues

Report writing skills to organise information; assess information for relevance and accuracy; identify and elaborate on learning outcomes

Facilitation skills to conduct small group training sessions

Time management skills for scheduling learning programs within work activities

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, analysing and organising information -(Level 2) to measure team performance

Communicating ideas and information - (Level 2) with members of the work team

Planning and organising activities -(Level 2) for learning opportunities

Working with teams and others - (Level 2) in completing scheduled tasks

Using mathematical ideas and techniques -(Level 1) as an aid to measure learning outcomes

Solving problems - (Level 2) as an aid to team-development

Using technology -(Level 2) to manage scheduling of tasks

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Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Learning and development needs may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Competency standards are standards which measure:

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

Learning delivery methods may include:

- on-the-job coaching or mentoring
- problem solving

presentations/demonstrations
formal course participation
work experience
involvement in professional networks
conference and seminar attendance
induction

Equipment and resources may include:

funding
facilities
guest speakers
training equipment such as whiteboards and audio-visual equipment
technological tools and equipment
time

Coaching and mentoring assistance may include:

providing feedback to another team member
fair and ethical practice
non-discriminatory processes and activities
respecting the contribution of all participants and giving credit for achievements
presenting and promoting a positive image of the collective group
problem solving
providing encouragement

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Unit Sector(s)

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