



Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM302A Support leadership in the workplace

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit is equivalent to the original unit BSXFLM302A Provide leadership in the workplace.

Frontline management has an important leadership role in the development of the organisation. This will be evident in the way they work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

Consider co-assessment with BSBCMN302A Organise personal work priorities and development, BSBFLM304A Participate in work teams and BSBFLM306A Provide workplace information and resourcing plans.

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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 Model high standards of management performance and behaviour	1.1 The organisation's standards and values are used in conducting business 1.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels 1.3 Personal performance contributes to developing an organisation which has integrity and credibility 1.4 Key performance indicators are established and used to meet the organisation's goals and objectives
2 Enhance the organisation's image	2.1 The organisation's standards and values are used in conducting business 2.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels 2.3 Personal performance contributes to developing an organisation which has integrity and credibility
3 Influence individuals and teams positively	3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work 3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded 3.3 Ideas and information receive the acceptance and support of colleagues
4 Make informed decisions	4.1 Information relevant to the issue(s) under consideration is gathered and organised 4.2 Individuals/teams participate actively in the decision making processes

- 4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action
- 4.4 Decisions are timely and communicated clearly to individuals/teams
- 4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams
- 4.6 Feedback processes are used effectively to monitor the implementation and impact of decisions

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, 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

- Displays high standards of leadership
- Demonstrates a positive influence on others
- Uses effective consultative processes
- Makes soundly researched decisions

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

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

The principles and techniques associated with:

- leading people
- preparing performance plans
- establishing key performance indicators
- influencing others
- establishing effective consultative processes
- making decisions

The characteristics of a positive role model

The types of actions which uphold the organisation's image

Underpinning Skills

Functional literacy skills to use written and oral information about workplace requirements

Communication skills including receiving and analysing feedback and reporting

Accessing and interpreting the organisation's standards and values

Research and analytical skills to interpret data

Planning and organising skills to meet work priorities

Monitoring and introducing practices to improve work performance

Being a positive influence on colleagues

Using information systems to advantage

Using feedback to achieve positive outcomes

Use coaching and mentoring skills to provide support to colleagues

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 Competencies Levels at the end of this unit

Key Competency Levels

Collecting, analysing and organising information (Level 2)- to develop Key Performance Indicators

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

Planning and organising activities (Level 2)- to establish work plans

Working with teams and others (Level 2)- to implement and monitor performance

Using mathematical ideas and techniques (Level 1)- as an aid to measure and plan goals

Solving problems (Level 2)- as part of the decision making processes

Using technology (Level 1)- to aid effective management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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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 general workplace context for this AQF level is described in the AQF level descriptor. In addition, the following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

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

At AQF level 3, frontline management will normally be engaged in a workplace context where they:

engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

goals, objectives, plans, systems and processes
business and performance plans
access and equity principles and practice
ethical standards
quality and continuous improvement processes and standards
defined resource parameters

Organisation's requirements will be

expressed in written documentation and orally. They will normally be expressed in terms of goals, plans, processes and procedures. The requirements also include the culture and standards demonstrated by the organisation

The organisation's standards and values will be:

stated or implied by the way the organisation conducts its business

Colleagues may include:

team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Feedback processes may be:

formal or informal and may be from internal or external sources

OHS considerations may include:

implement and monitor OHS procedures in area of responsibility

leadership in OHS practice as an ethical standard

OHS hazard identification, risk assessment and control approaches evident in decisions

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Unit Sector(s)

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