



Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM312A Contribute to team effectiveness

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This specifies the outcomes required to by frontline managers to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation.

This unit replaces BSBFLM302A Support leadership in the workplace and BSBFLM304A Participate in work teams, which have been combined to create this unit.

Frontline managers have a key role in developing efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.

This unit is related to BSBFLM412A Promote team effectiveness.

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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

Elements and Performance Criteria

Element	Performance Criteria
1 Contribute to team outcomes	1.1 Team purpose, roles, responsibilities, goals, plans and objectives are identified in consultation with team members
	1.2 Team members are supported in meeting expected outcomes
2 Support team cohesion	2.1 Team members are encouraged to participate in the planning, decision making and operational aspects of the work team to their level of responsibility
	2.2 Team members are encouraged and supported to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities
	2.3 Feedback is provided to team members to encourage, value and reward team members' efforts and contributions
	2.4 Issues, concerns and problems identified by team members are addressed or referred to relevant persons as required

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|---|-----------------------------|---|
| 3 | Participate in work team | 3.1 Team members are actively encouraged and supported to participate in team activities and communication processes and to take responsibility for their actions |
| | | 3.2 The team is given support to identify and resolve problems which impede its performance |
| | | 3.3 Own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers |
| 4 | Communicate with management | 4.1 Communication with line manager/management is kept open at all times |
| | | 4.2 Information from line manager/management is communicated to the team |
| | | 4.3 Unresolved issues are communicated to line manager/management and are followed up to ensure action is taken in response to these matters |

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to show that they are able to demonstrate leadership in contributing to team plans, in leading and facilitating teamwork and in actively communicating with management. They must also provide evidence that teamwork is actively promoted, supported and encouraged within the work team; and that their own performance serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers.

Specific Evidence Requirements

Required knowledge and understanding includes:

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

organisational policies and procedures

organisational goals, objectives and plans at both tactical and strategic levels

organisational structure including organisational chart

learning and development options available within and through organisation

a general understanding of the principles and techniques of:

- group dynamics and processes
- motivation
- planning
- negotiation
- individual behaviour and difference

Required skills and attributes include:

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

communication skills, including listening

basic training skills, including mentoring and coaching

planning and organising skills

problem solving skills

attributes:

- empathic
- communicative
- self aware
- supportive
- trusting
- open
- flexible
- accommodating
- initiating
- loyal

- fair
- adaptable

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks. The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

communicating verbally to lead a team, including negotiating, training, participating in meetings, questioning and discussing

communicating in writing, including report writing

Collecting, analysing and organising information (1)

managing information flow to and from line manager/management

Planning and organising activities (2)

planning for own work and that of team members

Working in a team (2)

working with team members and providing leadership to team

working with line manager/management to represent team interests

Using mathematical ideas and techniques (1)

using calculation skills associated with data manipulation relevant to work of team, including financial data

Solving problems (2)

applying problem solving skills as required to address problems arising in leading team

Using technology (1)

using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to operations and leadership of the team

understanding assistive technologies, as necessary

Innovation skills (1)

developing an innovative approach to the support of team effectiveness

Products that could be used as evidence include:

documentation produced from working in a team, such as:

- reports
- minutes or records of meetings
- work journals or diaries
- learning and development plans developed with team members
- records of actions taken to address issues raised by team members

Processes that could be used as evidence include:

how communication process has been managed and examples of how consultations have taken place

examples of how team members have been supported and encouraged to meet expected outcomes

examples of processes which have been developed to facilitate team cohesion

how performance plan was communicated to team

how team members were guided and supported in performing their role including induction process for new team members

how performance management system was implemented within work team
how problems and issues within the work team were addressed
how input and advice was provided to management in relation to human resource management of the work team

Resource implications for assessment include:

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

that this unit can be assessed in the workplace or in a closely simulated work environment
that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
that examples of actions taken by candidate to contribute to team effectiveness are provided

Integrated competency assessment means:

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's role in a work team, and as part of an integrated assessment activity

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organisational goals, objectives and plans at both tactical and strategic levels

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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace 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 (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

OHS considerations may include:

provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs

training of all employees in health and safety procedures

participation in the regular update of OHS systems and procedures

changes to work practices, procedures and the working environment which impact on OHS

Team purpose, roles, responsibilities, goals, plans and objectives may include:

goals for individuals and the work team

expected outcomes and outputs

individual and team performance plans and Key Performance Indicators (KPIs)

action plans, business plans and operational plans linked to strategic plans

OHS responsibilities

Feedback may refer to:

communication of ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours

formal/informal gatherings between team members where there is discussion on work-related matters

Relevant persons may include:

frontline manager's direct superior or other management representatives

colleagues

designated personnel e.g. safety officer

Responsibility for their actions may involve:

individuals and teams

individual and joint actions

Communication may include:

verbal, written or electronic communication

face-to-face

formal/informal interaction

Line manager/management may refer to:

frontline manager's direct superior or other management representatives

Unresolved issues may include:

issues, concerns and tensions

problems related to work roles and responsibilities

grievances and complaints

any matters affecting workplace relationships and team cohesion

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Unit Sector(s)

Not applicable.