



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBFLM502A Provide leadership in the workplace**

**Release: 1**

## **BSBFLM502A Provide leadership in the workplace**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit is equivalent to the original unit BSXFMI502A 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 complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Consider co-assessment with BSBFLM501A Manage personal work priorities and professional development, BSBFLM503A Establish effective workplace relationships, BSBFLM504A Facilitate work teams, and BSBFLM506A Manage workplace information system.

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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 Model high standards of management performance and behaviour | 1.1 Management performance and behaviour meets the organisation's requirements                                                                  |
|                                                                | 1.2 Management performance and behaviour serves as a positive role model for others                                                             |
|                                                                | 1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives                                  |
|                                                                | 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, 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

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 understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

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 3) - to establish work plans

**Working with teams and others** (Level 3) - 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 2)- to aid effective management of information

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

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

## 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:

**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 5, frontline management will normally be engaged in a workplace context where they:**

engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department

take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards

take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy

demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management

transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department

analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation

evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

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

goals, objectives, plans, systems and processes

quality and continuous improvement processes and standards

access and equity principles and practice

business and performance plans

resources, which may be subject to negotiation

ethical standards

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

award and enterprise agreements

commonwealth and state/territory legislative requirements especially in regard to

Occupational Health and Safety

industry codes of practice

**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. This will usually be from a wider spread of the organisation than at AQF level 4

**Feedback processes may be**

formal or informal and may be from internal or external sources

**OHS considerations may include:**

establish and maintain framework for OHS system

demonstrate leadership in OHS practice as an ethical standard

OHS hazard identification, risk assessment and control approaches are demonstrated in decisions

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## Unit Sector(s)

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