



Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM504A Facilitate work teams

Release: 1

BSBFLM504A Facilitate work teams

Modification History

Not applicable.

Unit Descriptor

This unit is equivalent to the original unit BSXFMI504A Participate in, lead and facilitate work teams.

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. 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 BSBFLM502A Provide leadership in the workplace, BSBFLM503A Establish effective workplace relationships, BSBFLM506A Manage workplace information system, and BSBFLM511A Develop a workplace learning environment.

This unit is equivalent to the original unit BSXFMI504A Participate in, lead and facilitate work teams.

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. 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 BSBFLM502A Provide leadership in the workplace, BSBFLM503A Establish effective workplace relationships, BSBFLM506A Manage workplace information system, and BSBFLM511A Develop a workplace learning environment.

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 Participate in team planning	1.1 The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives 1.2 The manager assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes 1.3 The manager encourages the team to use the competencies of each member for team and individual benefit
2 Develop team commitment and co-operation	2.1 The manager assists the team to use open communication processes to obtain and share information 2.2 The team makes decisions in accordance with its agreed roles and responsibilities 2.3 The manager supports the team to develop mutual concern and camaraderie
3 Manage and develop team performance	3.1 The results achieved by the team contribute positively to the organisation's business plans 3.2 The manager encourages the team to exploit innovation and initiative 3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals 3.4 Team members share and enhance their knowledge

and skills

- | | | | |
|---|---|-----|---|
| 4 | Participate in and facilitate the work team | 4.1 | Team members participate actively in team activities and communication processes |
| | | 4.2 | Individuals and teams take individual and joint responsibility for their actions |
| | | 4.3 | The team receives support to identify and resolve problems which impede its performance |

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

Provides leadership to team

Contributes positively to team performance

Provides coaching and mentoring support

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:

- the organisation of teams

- team goal setting

- devolving responsibility/accountability to teams

- team dynamics

- conflict resolution

- gaining team commitment

- monitoring and assessing team performance

Gain team commitment to the organisation's goals, values and plans

The forms of bias/discrimination and how to deal with them

Underpinning Skills

Functional literacy skills to access and use workplace information

Assessing the competence of the team

Facilitating the participation of team members

Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives

Facilitating team development and improvement

Assessing competency development requirements

Gaining the trust and confidence of colleagues

Dealing with people openly and fairly

Using 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 assist team planning

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

Planning and organising activities (Level 3) - in association with team

Working with teams and others (Level 3) - to achieve team goals

Using mathematical ideas and techniques (Level 1)- to assist the development of team plans

Solving problems (Level 3) - to assist team performance

Using technology (Level 2)- to assist the management of information

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

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

Provides leadership to team

Contributes positively to team performance

Provides coaching and mentoring support

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:

- the organisation of teams

- team goal setting

- devolving responsibility/accountability to teams

- team dynamics

- conflict resolution

- gaining team commitment

- monitoring and assessing team performance

Gain team commitment to the organisation's goals, values and plans

The forms of bias/discrimination and how to deal with them

Underpinning Skills

Functional literacy skills to access and use workplace information

Assessing the competence of the team

Facilitating the participation of team members

Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives

Facilitating team development and improvement

Assessing competency development requirements

Gaining the trust and confidence of colleagues

Dealing with people openly and fairly

Using 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 assist team planning

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

Planning and organising activities (Level 3) - in association with team

Working with teams and others (Level 3) - to achieve team goals

Using mathematical ideas and techniques (Level 1)- to assist the development of team plans

Solving problems (Level 3) - to assist team performance

Using technology (Level 2)- to assist the management of information

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

The manager may

adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be

one or a mixture of on-going, work-based, project-based, task specific, or cross-functional.

Teams may include full time employees, contractors, part time employees

The organisation's goals, plans and objectives refers to

those relevant to frontline management's work activities and to the teams in which frontline management is involved

Competencies refer to

the abilities of the team members and may be formally recognised or not formally recognised.

They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may

take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

OHS considerations may include:

establish and maintain participative arrangements

information to team about OHS and the organisation's OHS policies, procedures and practices

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

The manager may

adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be

one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation's goals, plans and objectives refers to

those relevant to frontline management's work activities and to the teams in which frontline management is involved

Competencies refer to

the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may

take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

OHS considerations may include:

establish and maintain participative arrangements
information to team about OHS and the organisation's OHS policies, procedures and practices

Unit Sector(s)

Not applicable.