



Australian Government

MEM16013 Operate in a self-directed team

Release: 1

MEM16013 Operate in a self-directed team

Modification History

Release 1. Supersedes and is equivalent to MEM16013A Operate in a self-directed team

Application

This unit of competency defines the skills and knowledge required to effectively participate in a formally established, highly developed and self-directed team in which the individuals have a common aim, and the jobs and skills of each member fit in with those of others.

The team may have a single leader or shared leadership and would be responsible for all aspects of its designated function within operating parameters and constraints, and members would have day-to-day responsibility for managing themselves and the technical aspects of their work.

Where an individual works with others, such as within a section or department, unit MEM13015 Work safely and effectively in manufacturing and engineering should be regarded as sufficient.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: B

Unit Weight: 2

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Communication

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify team function and	1.1	Follow standard operating procedures and comply with work health and safety (WHS) requirements at all times
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Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

	composition	1.2	Identify and understand team purpose and scope
		1.3	Identify team composition, including role of self and team members
		1.4	Identify and understand established parameters, rules and team norms
2	Participate in team planning	2.1	Make significant contribution to planning the team activities, based on the individual's technical skills, knowledge and competence
		2.2	Make contribution to the allocation and performance of team tasks
3	Function effectively as a team member	3.1	Respect and consider individual differences
		3.2	Ensure interaction with team members is in accordance with established rules, conventions and procedures
		3.3	Perform tasks and responsibilities effectively and in accordance with team objectives
		3.4	Contribute to resolution of real or perceived team issues
		3.5	Make significant contribution to team performance, based on own technical skills and application of established principles and practices for effective teamwork
4	Monitor and review team performance	4.1	Participate effectively in the planning and development of team review processes
		4.2	Collect relevant performance data and analyse on an individual and team basis using standard enterprise procedures and methodology
		4.3	Use results to evaluate own and team performance against established performance indicators and to assist determination of improvement requirements

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

4.4 Use principles/techniques for effective team development to identify own/team improvement strategies

5 Implement team performance improvements

5.1 Implement performance improvement processes and strategies on an individual and collective basis using standard enterprise procedures

5.2 Evaluate individual and team performance improvements using standard enterprise procedures

5.3 Make adjustments to improvement strategies in accordance with team requirements and standard enterprise procedures

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Teams include one (1) or more of the following:

- engineering production teams responsible for a product or process
- maintenance teams
- special-purpose
- project teams

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Team tasks include one (1) or more of the following:

- planning and scheduling activities
- implementing plans or work programs
- making production-related decisions
- acting on problems
- focusing on continuous improvement
- effective use of resources

Principles and practices for effective teamwork include one (1) or more of the following:

- goals
- problem solving
- resolving conflict
- team leadership
- team decision making
- team rules and norms
- team roles and behaviours
- team maintenance

Individual differences include one (1) or more of the following:

- ethnicity
- age
- gender
- ability / disability
- opinions / beliefs
- sexual orientation
- language
- status in the organisation
- level of expertise

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM16013A Operate in a self-directed team

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2>

Assessment Requirements for MEM16013 Operate in a self-directed team

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Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying team composition and managing day-to-day activities within operating parameters and constraints
- participating in team planning and making significant contribution to team activities and resolution of team issues
- respecting and considering diversity within the team
- communicating and interacting effectively with team members
- making individual and joint decisions
- reviewing performance against indicators, identifying strategies to improve team performance and implementing performance improvement processes according to procedures.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures
- team objectives, targets/goals, performance indicators, processes, rules and conventions
- team member roles – task and behavioural
- team member technical skills, knowledge and competence relevant to the tasks being planned
- scope of work for which the team is responsible
- benefits of diversity in the team
- methods for planning team activities and person(s) responsible for team planning
- impact of planning decisions on other teams, personnel and/or resources
- procedures for obtaining resources
- characteristics of effective teams, including structure, formation and operation of teams
- strategies for effective team development/functioning and team communication
- forms of team leadership and decision making
- strategies and techniques for resolving conflict and team problem solving

- issues that may affect team performance
- sources of data relevant team performance indicators and reasons for reviewing team performance
- methods/procedures to evaluate team performance
- where appropriate, source(s) of approval to change team performance parameters
- processes/strategies for improving team performance.

Assessment Conditions

- Assessors must:
 - have vocational competency in operating in a self-directed team at least to the level being assessed with relevant industry knowledge and experience
 - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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