



Australian Government

MSMSUP383 Facilitate a team

Release: 1

MSMSUP383 Facilitate a team

Modification History

Release 1. Supersedes and is equivalent to MSAPMSUP383A Facilitate a team

Application

This unit of competency covers the skills and knowledge required to facilitate team communications and performance to achieve its goals.

This unit of competency applies to team leaders or similar roles within a team structure who are required to facilitate processes to identify team goals and timelines, plan and organise activities, support performance and resolve conflicts.

This unit of competency requires the use of a range of well-developed skills requiring some discretion and judgement to recognise and resolve a range of problems.

This unit of competency applies to all work environments and sectors within the industry.

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

Pre-requisite Unit

Nil

Competency Field

Support

Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes

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

1	Identify tasks to achieve team goals	1.1	Identify and agree on team goals with team members input
		1.2	Identify tasks required to achieve team goals
		1.3	Identify team and individual safety responsibilities
		1.4	Allocate responsibilities of individuals within the team

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| | | 1.5 | Ensure designated team goals are met by identifying strategies and timelines required to complete each task |
| 2 | Organise allocation of tasks | 2.1 | Estimate time and resources needed to complete tasks |
| | | 2.2 | Identify competencies of individual team member and allocate/negotiate individual responsibilities |
| | | 2.3 | Agree timelines for completion of each task |
| | | 2.4 | Identify resources and support necessary for completion of job |
| 3 | Monitor completion of allocated tasks | 3.1 | Measure team performance against its goals |
| | | 3.2 | Monitor individual compliance with procedures and take action as required |
| | | 3.3 | Check at regular intervals, and apply judgement to determine whether agreed timelines for completion of tasks will be met |
| | | 3.4 | Negotiate alternative strategies, within delegated discretion, to achieve allocated tasks when designated timelines are not being met |
| | | 3.5 | Provide support to colleagues to ensure completion of allocated tasks |
| 4 | Resolve team problems | 4.1 | Identify problem situations for team |
| | | 4.2 | Identify causes of problem |
| | | 4.3 | Implement problem resolution procedures relevant to the problem and to established practices |
| | | 4.4 | Seek assistance as required to ensure problem resolution |

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

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.

Regulatory framework The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

Procedures All operations must be performed in accordance with relevant procedures. Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

Identifying team goals Team goals will be identified from workplace documentation, including one or more of the following:

- procedures
- material safety data sheets (MSDS)
- job cards
- maintenance logs
- plant drawings

- daily nominations
- tool box meeting
- sales/marketing request
- memos, faxes and emails identifying output or other goals

Problems

Problems include one or more of the following:

- conflict between the team members
- conflict between different team goals
- current process capacity/capability will not allow achievement of goals
- conflict between work teams and/or the achievement of their goals
- availability of resources (people, time, plant/equipment, finances and materials)

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMSUP383A Facilitate a team

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027>

Assessment Requirements for MSMSUP383 Facilitate a 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 and demonstrate the ability to:

- read and interpret workplace documentation to identify team goals
- use interpersonal skills to:
 - build rapport, trust and respect with individuals who have diverse work styles, aspirations, cultures and perspectives
 - facilitate team agreement on team and individual goals, timelines and allocation of tasks
 - encourage and support team members to work towards the achievement of goals
 - assist individual to make decisions about achieving goals
- facilitate processes to support team performance, including:
 - planning of team's activities
 - monitoring progress towards goals
 - taking corrective action
- identify and take appropriate action on problems and potential problems.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- types of interpersonal skills and application to team performance, including:
 - building rapport, trust and respect
 - verbal and non-verbal communication
 - questioning, listening and reflecting
 - giving and accepting feedback
 - establishing a safe environment for open communications
- impact of individual tasks on the completion of team objectives
- conflict resolution techniques
- capacity/capability of the equipment/process
- relevant equipment and operational processes
- targets and measures for production output and quality.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
 - should occur over a range of situations which include typical disruptions to normal, smooth operations
 - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
 - must include the appropriate demonstration of team facilitation using workplace situations, procedures and practices
 - may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should 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 reflecting 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.
- Assessment in a simulated environment should use evidence collected from one or more of:
 - walk-throughs
 - demonstration of skills
 - industry based case studies/scenarios
 - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

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