



Australian Government

RIILAT402E Provide leadership in the supervision of diverse work teams

Release: 2

RIILAT402E Provide leadership in the supervision of diverse work teams

Modification History

Release	Comments
Release 2	This version first released with RII Resources and Infrastructure Industry Training Package Version 9.0. Editorial corrections.
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to provide leadership in the supervision of diverse work teams in the resources and infrastructure industries.

It applies to those working in supervisory roles. They are generally responsible for the output of others, contribute to the development of technical solutions to non-routine problems and apply management plans to the workplace.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify the support requirements for diverse work teams	1.1 Obtain, interpret and confirm work requirements 1.2 Access, interpret and apply documentation required to provide leadership in the supervision of the diverse work teams 1.3 Determine the scope and boundaries of the supervisory role in line with organisation policies, procedures and objectives in the employment and supervision of diverse work teams 1.4 Identify the strengths and support requirements of diverse work teams 1.5 Establish realistic expectations and conditions with stakeholders through negotiation 1.6 Discuss the benefits of mentoring with stakeholders and establish

ELEMENT	PERFORMANCE CRITERIA
	agreement on relationships and conditions 1.7 Identify and explore cultural factors, obligations and potential conflict using appropriate networks to effectively support and lead work group 1.8 Apply a framework for performance expectations consistent with the organisation objectives, values and practices 1.9 Apply strategies to gain diversity in selecting and recruiting staff
2. Facilitate support for diverse work teams	2.1 Use a range of strategies to support, report on and promote the development of diverse team members in the work role and environment according to workplace procedures 2.2 Develop work practices that acknowledge diversity, identify unconscious bias and encourage team members to develop empathy, respect, and collaboration 2.3 Provide encouragement and advice to support decision making which is consistent with personal and workplace goals and career development 2.4 Use appropriate networks to provide assistance to team members 2.5 Provide information, guidance and constructive feedback incorporating reflective practice to enhance engagement in the workplace 2.6 Address cultural differences, and personal and workplace barriers consistent with maintaining positive support and relationships
3. Monitor individual and team performance and relationships	3.1 Provide planning guidance and support in a form and style to suit team member and workplace requirements 3.2 Provide regular and consistent feedback on progress towards achieving agreed expectations and personal and workplace goals 3.3 Recognise and negotiate changes in behaviour, expectations and outcomes with appropriate stakeholders 3.4 Recognise potential and experienced tension and conflict and seek advice and support to provide resolutions according to workplace procedures 3.5 Consult with team, other supervisors, mentors, and management to ensure corporate, workplace, team and individual goals are achieved 3.6 Address allegations of harassment, discrimination, bullying and complaints according to established organisational procedures
4. Contribute to the effectiveness of support strategies for diverse team members	4.1 Identify the benefits of a diverse work team and promote diversity within the workplace 4.2 Contribute to the identification of practices and approaches that achieve individual and organisational diversity objectives 4.3 Share ideas and suggestions on the challenges and barriers for supporting diverse work teams and improving individual and

ELEMENT	PERFORMANCE CRITERIA
	organisational outcomes

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Writing	Prepares specific information that complies with a range of regulatory requirements, using sector-specific terminology
Oral communication	Articulates requirements and responsibilities clearly and distinctively, using industry standard technical language intended for audience and environment
Reading	Identifies and interprets relevant information from workplace procedures, documentation and regulations
Problem solving	Identifies a range of factors that impact on a decision, including own values and principles, the needs, power, values, beliefs and assumptions of stakeholders

Unit Mapping Information

Supersedes and is equivalent to RIILAT402D Provide leadership in the supervision of diverse work teams.

Links

Companion Volume implementation guides is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272>

Assessment Requirements for RIILAT402E Provide leadership in the supervision of diverse work teams

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- provide leadership in the supervision of diverse work teams on at least two occasions, including:
 - preparing personal development plans in partnership with diverse team members that reflect both individual and organisational goals and performance outcomes
 - monitoring and reviewing the performance and development of diverse team members through performance feedback and addressing barriers to progress
 - identifying and promoting obligations, and benefits of diverse needs,
 - addressing potential and experienced conflict in the workplace
 - identifying community networks, and liaising with relevant workplace networks to provide support and resources for diverse teams
 - reporting and making recommendations for effective support and outcomes for diverse work teams.

During the above, the candidate must:

- locate and apply relevant documentation, policies and procedures and confirm that the work activity is compliant
- implement the requirements, procedures and techniques for providing leadership in the supervision of diverse work teams
- work effectively with others to provide leadership in the supervision of diverse work teams in a way that meets all required outcomes
- communicate clearly and concisely with others to receive and clarify work instructions.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key policies, procedures and documentation required to provide leadership in the supervision of diverse work teams
- principles and techniques for identifying
 - historic and contemporary local diverse issues
 - the cultural climate and politics of individuals and teams
 - concepts of cultural identity
 - the impact of colonisation
 - cultural values
 - key stakeholders and agents in the organisation, the community and diverse networks
 - language in cross-cultural communication
 - issues of power and influence in cultural differences
 - customs, language and environment of the dominant and traditional cultures
 - conditions and requirements of employment contracts and agreements
 - mentoring methods and strategies
 - acceptable behaviour in supervision including ethical practices, code of conduct, boundaries and confidentiality
 - strategies and options for skills, learning support and career development
 - team relationships and dynamics
 - work health and safety issues related to supervision
 - benefits of diverse work teams
- principles and techniques for identifying relevant hazards and emergencies
- techniques for coordinating and communicating job activities with others.

Assessment Conditions

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
 - personal protective equipment
 - equipment related to provide leadership in the supervision of diverse work teams
 - relevant documentation
- be conducted in a safe environment; and,
- be assessed in the context of this sector's work environment; and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures and processes directly related to the industry sector for which it is being assessed; and,
- confirm consistent performance can be applied in a range of relevant workplace circumstances.

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment* provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

Assessor requirements

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory regulatory standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/Australian Quality Training Framework mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing the required level of RII training product knowledge
- having an understanding and knowledge of legislation and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence, and knowledge evidence outlined in this unit of competency, and
- the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must have current industry skills directly relevant to the training and assessment being provided. This means the industry subject matter expert must demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

Industry sector	AQF indicator level***	Required assessor or industry subject matter expert experience
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Infrastructure	1	1 year
	2	2 years
Drilling, Coal Mining, Extractive (Quarrying), Metalliferous Mining and Civil Infrastructure	3-6	3 years
Other sectors	Where this unit is being assessed outside of the resources and infrastructure sectors assessor and/or industry subject matter expert	

Industry sector	AQF indicator level***	Required assessor or industry subject matter expert experience
	experience should be in-line with industry standards for the sector in which it is being assessed and where no industry standard is specified should comply with any relevant regulation.	

*Guidance on simulated environments has been stipulated in the Companion Volume Implementation Guide located on VETNet.

**Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a unit of competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

Links

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