

**BSBFLM0053A Support operational plan**

## Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to actively engage in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers.
	1.2 Operational plans contribute to the achievement of the organisation's performance/business plan.
	1.3 Key performance indicators are developed within operational plans.
	1.4 Contingency plans are prepared in the event that initial plans need to be varied.
2. Acquire resources	2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices.
	2.2 Physical resources and services are acquired within the organisation's policies, practices and procedures.
3. Monitor operational performance	3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets.
	3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance.
	3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation.
	3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard.
	3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.



- 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements.

## RANGE STATEMENT

The scope and context of this unit of competence allow 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

NVQJ level 3 supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters



Resources may include:

- people, power/energy, information, finance, buildings/facilities, equipment, technology, time

The organisation's policies, practices and procedures are:

- those which govern the acquisition of resources, for example, the purchase of equipment

Designated persons/groups may include:

- those who have the authority to make decisions and/or recommendations about varying operations

Operational plans are:

- the short term plans developed by the department/section to describe product/service performance

Colleagues and specialist resource managers may include:

- persons at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds

OHS considerations may include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- employee induction
- systems, procedures and records
- organisation's procedures for dealing with hazardous events
- key performance indicators include OHS

## EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

### (1) Critical Aspects of Evidence

- produces short term plans for department/section
- plans, acquires and uses resources
- monitors and adjusts operational performance
- reports performance

### (2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0043A Participate in work teams
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- 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 of:
  - planning operations
  - resource planning
  - resource management systems
  - budgeting and financial analysis and interpretation
  - monitoring performance
  - reporting performance
  - problem identification and resolution
  - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- ways of supporting individuals/teams who have difficulty in performing to the required standard

Skills

The ability to:

- access and use workplace information
- maintain a safe workplace and environment
- access and use feedback to improve operational performance
- prepare recommendations to improve operations
- access and use established systems and processes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

**(5) Method of Assessment**

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

**(6) Context 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 Competency 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 Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.