UNIT CODE	SISXPLD004
UNIT TITLE	**Facilitate groups**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to facilitate the effective functioning of a group of people participating in a sport, fitness, aquatic or recreation activity.
	This unit applies to any type of sport, fitness, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.
	It applies to individuals working independently with groups in a range of roles including swim teachers, activity leaders and coaches.
	The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.
	No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Program Planning and Delivery
UNIT SECTOR	Cross-Sector
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine suitable group facilitation techniques.	1.1 Establish activity goals of individuals and group. 1.2 Identify group dynamics and potential barriers to group cohesion and performance. 1.3 Determine group facilitation techniques that will best meet group needs and activity outcomes.

2. Develop group commitment and cooperation.	2.1 Develop group effectiveness through active participation of all group members. 2.2 Monitor and review group development and performance. 2.3 Implement strategies to reduce and eliminate barriers to effective group cohesion. 2.4 Establish trust, confidence and ownership in group decision-making, feedback and problem-solving processes.
3. Facilitate group processes and performance.	3.1 Develop group cohesion and collaboration to encourage effective group relationships. 3.2 Facilitate individual engagement while maintaining group cohesion. 3.3 Devolve responsibility and accountability to group members, where appropriate. 3.4 Implement effective conflict-resolution strategies when required. 3.5 Monitor and adjust group performance using effective group management techniques.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.	

SKILLS	DESCRIPTION
Problem-solving skills to:	▪ address activity-specific problems and participant interaction issues or conflict to enable smooth functioning of the group.
UNIT MAPPING INFORMATION	Supersedes and is equivalent to SISXCAI006 Facilitate groups
LINKS	Companion Volume Implementation Guide

TITLE	**Assessment Requirements for SISXPLD004 Facilitate groups**

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
	
	 ▪ facilitate the effective functioning of three sport, fitness, aquatic or recreation groups
	 ▪ across the three group interactions, utilise techniques to manage effective performance of the group:
	   ○ facilitating group objectives, and decision making
	   ○ managing positive group dynamics
	   ○ building group cohesion and collaboration
	   ○ resolving at least one conflict between group members.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	
	■ basic aspects of the principles and theories of group formation and stages of group development:
	
	    ○ forming
	    ○ norming
	    ○ storming
	    ○ performing
	    ○ adjourning
	
	■ leadership styles, categories and types, appropriate to a range of sport, fitness, aquatic and recreation activity situations
	■ facilitation techniques to assist the group to obtain the best outcomes:
	
	    ○ providing clear, unambiguous information
	    ○ using active listening
	    ○ answering questions promptly and positively
	    ○ eliciting ideas and feedback
	    ○ negotiating solutions to group difficulties and individual differences
	
	■ key principles of group dynamics
	■ techniques used to manage positive group dynamics and negative interactions that influence the attitudes and behaviours of others
	■ barriers to effective group cohesion and how to respond:
	
	    ○ conflict between individual and group goals
	    ○ personality clashes
	    ○ poor communication skills
	    ○ lack of commitment to goals
	    ○ poorly defined group boundaries, roles and responsibilities
	
	■ techniques to build group cohesion and collaboration:
	    ○ defining objectives of sessions and negotiating group goals
	    ○ defining group boundaries, roles and responsibilities while allowing for group decision making
	    ○ focusing the group on shared activities
	    ○ encouraging individuals to assist other group members
	    ○ encouraging optimum interaction between group members by:
	        ● rotating partners and sub-groups for different activities
	        ● allocating tasks to group participants and rotating tasks
	
	■ signs, stages and levels of conflict within groups, and techniques used to resolve at various stages of escalation.

ASSESSMENT CONDITIONS	Skills must be demonstrated in a sport, fitness, aquatic or recreation environment. This can be:
	
	■ a workplace, or
	■ a simulated industry environment set up for the purposes of skills assessment.
	
	Assessment must ensure the use of:
	
	■ interaction with group participants; these can be:
	  ○ group participants in an industry workplace, or
	  ○ group participants who participate in simulated activities used for the purpose of skills assessment
	
	Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

LINKS	Companion Volume Implementation Guide