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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.

Section 2: Unit of competency information

2.1 Unit of competency

BSBLDR401 Communicate effectively as a workplace leader

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to communicate effectively as a workplace leader, including understanding the context, choosing methods of communication to suit the audience, and following up.

This unit applies to managers, supervisors and team leaders required to communicate with other persons within the workplace.

Communication skills cover a range of methods and contexts within principally structured environments.

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

Unit Sector

Management and Leadership - Leadership

2.2 Unit of competency assessment requirements

Assessment requirements for BSBLDR401 Communicate effectively as a workplace leader

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none">• identify the context for communication and adjust approach and responses accordingly• create and present clear messages choosing method and mode appropriate to the audience and context undertake effective two-way communication from the perspective of a team leader• identify and record actions required as a result of communication and follow-up in a timely manner. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none">• list effective management communication characteristics• describe a range of electronic and non-electronic communication methods, including situations where they would or would not be used• describe the characteristics of effective listening techniques• explain feedback process and methods• identify team leadership communication responsibilities• explain barriers to communication in a workplace context• describe verbal and non-verbal communication characteristics• explain the impact of legislation and organisational policies on workplace communication.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBLDR401 Communicate effectively as a workplace leader*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Identify the context for communication	
Suggested time allocation: 8 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–22
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBLDR401 Communicate effectively as a workplace leader</i> , Release 1 Topic 1: Identify the context for communication	<ul style="list-style-type: none"> Communication Context Audience characteristics Environmental factors Personnel factors Communication outcome Communication methods Communication barriers Active listening
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBLDR401 Communicate effectively as a workplace leader</i>. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit. 	
<ul style="list-style-type: none"> Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment. 	

3.3 Learning mapping

BSBLDR401 Communicate effectively as a workplace leader, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify context for communication			
1.1 Identify reason and context for communication	1A Identify the reason and context for communication	1	LC 1: Part A 1 Part B 1
1.2 Identify persons relevant to the communication context	1B Identify people relevant to the communication context	2	LC 1: Part A 2
1.3 Clarify specific environment and personnel factors that may impact on the success of the communication	1C Clarify specific environment and personnel factors that may impact on the success of the communication	3	LC 1: Part A 4, 7, 8 Part B 6
1.4 Identify and clearly understand the desired outcome of the communication	1D Identify and clearly understand the desired outcome of the communication	4	LC 1: Part B 2
1.5 Evaluate available methods of communication against their suitability for the specific communication requirements	1E Evaluate available methods of communication against their suitability for the specific communication requirements	5	LC 1: Part A 2, 3 Part B 2, 3
1.6 Identify potential barriers to effective communication and develop solutions to minimise impact	1F Identify potential barriers to effective communication and develop solutions to minimise the impact	6	LC 1: Part A 6 Part B 5
1.7 Incorporate relevant business policies, procedures, regulations and legislation into communication processes	1G Incorporate relevant business policies, procedures, regulations and legislation into communication processes	7	LC 1: Part A 5 Part B 7

3.4 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.5 and 3.6 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

4.2 Assessment procedures

Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete the following task	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Communicating effectively as a workplace leader at BizOps Enterprises You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment. OR Part C – Project: Communicating effectively as a workplace leader at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

4.3 Assessment mapping

BSBLDR401 Communicate effectively as a workplace leader, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Identify context for communication					
1.1 Identify reason and context for communication	Q3, Q4				
1.2 Identify persons relevant to the communication context		P4	P4	O2	O2
1.3 Clarify specific environment and personnel factors that may impact on the success of the communication	Q5, Q6				
1.4 Identify and clearly understand the desired outcome of the communication		P3	P3	O3	O3
1.5 Evaluate available methods of communication against their suitability for the specific communication requirements		P5	P5		
1.6 Identify potential barriers to effective communication and develop solutions to minimise impact		P6	P6		
1.7 Incorporate relevant business policies, procedures, regulations and legislation into communication processes		P8	P8		
Element 2: Clarify message and engage communication					
2.1 Undertake communication using media and format relevant to the context		P9	P9		