

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	24
Section 3: Training requirements	25
3.1 Delivery approach	25
3.2 Delivery plans	26
3.3 Learning mapping	38
3.4 Solutions – general guidance	52
3.5 Solutions to practice tasks	53
3.6 Solutions to learning checkpoints	58
Section 4: Assessment	70
4.1 Assessment approach	70
4.2 Assessment procedures	71
4.3 Assessment mapping	77
4.4 Assessment solutions and marking guidance	83
4.5 Completing the record of outcome	110
Section 5: Forms	112
Section 6: Glossary of VET terminology	113

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

BSBLDR402 Lead effective workplace relationships

Modification History

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

Application

This unit defines skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

This unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context.

At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of others.

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

Prerequisite units

None

2.2 Unit of competency assessment requirements

Assessment requirements for BSBLDR402 Lead effective workplace relationships

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">• access and analyse information to achieve planned outcomes• apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements• review and improve workplace outcomes in consultation with relevant personnel• adjust interpersonal style and communications to respond to cultural and social diversity• apply relationship management and communication skills with a range of people that:<ul style="list-style-type: none">– demonstrate integrity, respect, empathy and cultural sensitivity and promote trust– forge effective relationships with internal and/or external people and help to maintain these networks– encourage participation and foster contribution of and respect for ideas and feedback– provide support to colleagues to resolve difficulties. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
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3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBLDR402 Lead effective workplace relationships*. 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: Collect, analyse and communicate information and ideas	
Suggested time allocation: 15 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–12
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBLDR402 Lead effective workplace relationships</i> , Release 1 Topic 1: Collect, analyse and communicate information and ideas	<ul style="list-style-type: none"> Legislation Work health and safety Environmental legislation Equal employment opportunity Industrial relations legislation Anti-discrimination legislation Marketing data Archival data Historical background data Individual performance data Team performance data Authenticity Acceptability Confidentiality Disseminating Concept development Internal and external sources Dedicated planning sessions
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>BSBLDR402 Lead effective workplace relationships</i>. The appendices of the learner guide provide details of the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage. 	

3.3 Learning mapping

BSBLDR402 Lead effective workplace relationships, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Collect, analyse and communicate information and ideas	Topic 1: Collect, analyse and communicate information and ideas	n/a	n/a
1.1 Collect relevant information from appropriate sources and analyse and share with the work team to improve work performance	1A Collect, analyse and share information to improve work performance	1	LC 1: 1, 2, 3
1.2 Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs	1B Communicate ideas and information within a diverse workforce	2	LC 1: 2, 3
1.3 Lead consultation processes to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes	1C Implement consultation processes within your team	3	LC 1: 1
1.4 Seek and value contributions from internal and external sources in developing and refining new ideas and approaches	1D Seek out internal and external contributions to concept development	4	LC 1: 3
1.5 Implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel as required	1E Implement processes to ensure that issues raised are resolved promptly	5	LC 1: 1
Element 2: Develop trust and confidence as leader	Topic 2: Develop trust and confidence as leader	n/a	n/a
2.1 Treat all internal and external contacts with integrity, respect and empathy	2A Treat all internal and external contacts with integrity, respect and empathy	6	LC 2

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.

4.3 Assessment mapping

BSBLDR402 Lead effective workplace relationships, 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: Collect, analyse and communicate information and ideas					
1.1 Collect relevant information from appropriate sources and analyse and share with the work team to improve work performance		P1	P1		
1.2 Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs	Q7, Q8, Q9, Q10				
1.3 Lead consultation processes to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes	Q11, Q12, Q13, Q14, Q15				
1.4 Seek and value contributions from internal and external sources in developing and refining new ideas and approaches		P4	P4		
1.5 Implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel as required	Q16				
Element 2: Develop trust and confidence as leader					
2.1 Treat all internal and external contacts with integrity, respect and empathy	Q17, Q18				

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	BSBLDR402 Lead effective workplace relationships, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Leading effective workplace relationships at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Leading effective workplace relationships at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	