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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

BSBLDR403 Lead team effectiveness

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 plan and supervise the performance of the team and develop team cohesion.

It applies to team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

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

Prerequisite units

None

Unit sector

Management and Leadership – Leadership

2.2 Unit of competency assessment requirements

Assessment requirements for BSBLDR403 Lead team effectiveness

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"> • apply knowledge of organisational goals, objectives and plans • develop a team work plan including documentation of how it was generated and how it will be monitored • identify and incorporate innovation and productivity measures into a team work plan • communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems • use techniques to consult, encourage, support and provide feedback to team members • model team leadership behaviours and approaches • liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken. <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 explain principles and techniques associated with:</p> <ul style="list-style-type: none"> • delegation and work allocation • goal setting • group dynamics and processes • individual behaviour and difference • leadership styles • motivation • negotiation • problem solving • planning • workplace innovation • workplace productivity. |

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBLDR403 Lead team effectiveness*. 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: Plan to achieve team outcomes | |
|--|--|
| Suggested time allocation: 18 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>BSBLDR403 Lead team effectiveness</i> , Release 1 Topic 1: Plan to achieve team outcomes | <ul style="list-style-type: none"> Delegation Action-orientated roles People-orientated roles Cerebral roles Group dynamics Consultative team culture Productivity Innovation Engagement Mentoring Coaching |
| 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>BSBLDR403 Lead team effectiveness</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. | |
| <ul style="list-style-type: none"> Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used | |

3.3 Learning mapping

BSBLDR403 *Lead team effectiveness*, Release 1

| Unit of competency | Content | Practice tasks | Learning checkpoint |
|--|---|----------------|--|
| Element 1: Plan to achieve team outcomes | | | |
| 1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members | 1A Lead the team to establish purpose, roles and objectives | 1 | LC 1: Part A 1, 2, 3, 4 Part B 1, 2 |
| 1.2 Engage team members to incorporate innovation and productivity measures in work plans | 1B Engage team members to achieve innovation and productivity | 2 | LC 1: Part A 1, 2, 3, 4 Part B 1, 2 |
| 1.3 Lead and support team members in meeting expected outcomes | 1C Lead and support team members in meeting expected outcomes | 3 | LC 1: Part A 1, 2, 3, 4 Part B 1, 2 |
| Element 2: Lead team to develop cohesion | | | |
| 2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team | 2A Provide opportunities for planning, decision-making and action | 4 | LC 2: 1, 2 |
| 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities | 2B Encourage team members to take responsibility for their work | 5 | LC 2: 1, 2 |
| 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions | 2C Provide feedback to team members | 6 | LC 2: 1, 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.

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

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

BSBLDR403 Lead team effectiveness, 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: Plan to achieve team outcomes | | | | | |
| 1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members | | | | O1 | O1 |
| 1.2 Engage team members to incorporate innovation and productivity measures in work plans | | | | O2 | O2 |
| 1.3 Lead and support team members in meeting expected outcomes | | | | O3 | O3 |
| Element 2: Lead team to develop cohesion | | | | | |
| 2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team | | | | O4 | O4 |
| 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities | | | | O5 | O5 |
| 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions | | | | O7 | O7 |
| 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required | | P7, P8 | P7, P8 | | |

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: | BSBLDR403 Lead team effectiveness, 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 team effectiveness at BizOps Enterprises | | <input type="checkbox"/> |
| OR | | |
| <input type="checkbox"/> Part C – Project: Leading team effectiveness at work | | |
| <input type="checkbox"/> Part D – Observation | | <input type="checkbox"/> |
| OR | | |
| <input type="checkbox"/> Part E – Third-party repor | | |