

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
<b>Section 2: Unit of competency information</b>	<b>17</b>
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	21
2.3 Aspire resources available for this unit	23
2.4 Target groups	25
<b>Section 3: Training requirements</b>	<b>27</b>
3.1 Delivery approach	27
3.2 Delivery plans	28
3.3 Learning mapping	40
3.4 Solutions – general guidance	48
3.5 Solutions to practice tasks	49
3.6 Solutions to learning checkpoints	59
<b>Section 4: Assessment</b>	<b>72</b>
4.1 Assessment approach	72
4.2 Assessment procedures	73
4.3 Assessment mapping	79
4.4 Assessment solutions and marking guidance	86
4.5 Completing the record of outcome	103
<b>Section 5: Forms</b>	<b>105</b>
<b>Section 6: Glossary of VET terminology</b>	<b>106</b>

# 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
<b>Australian Qualifications Framework</b> 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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> 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: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	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

#### BSBREL402 Build client relationships and business networks

##### 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 establish, maintain and improve client relationships and to actively participate in networks to support attainment of key business outcomes.

It applies to individuals such as marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes but may also apply to other individuals working in any industry.

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

##### Unit Sector

Stakeholder Relations – Relationship Management

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBREL402 Build client relationships and business networks

#### Modification History

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

<b>Performance Evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"><li>• identify clients' preferred communication styles and methods and potential barriers to communications and use appropriate communication styles and strategies</li><li>• apply communication techniques to establish rapport and promote two-way communication</li><li>• develop and implement client loyalty strategies and service standards based on business objectives and client information</li><li>• develop and implement strategies to elicit feedback from clients and use it to improve relationships and customer satisfaction</li><li>• maintain contacts and participate in formal and informal networks that support the business and enhance personal knowledge of the market.</li></ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
-----------------------------	---

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBREL402 Build client relationships and business networks*. 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: Initiate interpersonal communication with clients	
<b>Suggested time allocation:</b> 15 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–12
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBREL402 Build client relationships and business networks</i> , Release 1 Topic 1: Initiate interpersonal communication with clients	<ul style="list-style-type: none"> <li>Interpersonal communication</li> <li>Clients</li> <li>Assertive</li> <li>Aggressive</li> <li>Passive-aggressive</li> <li>Submissive</li> <li>Four-style model</li> <li>Relaters</li> <li>Thinkers</li> <li>Socialisers</li> <li>Directors</li> <li>Face-to-face communication</li> <li>Social media</li> <li>Video conference</li> <li>Text messages</li> <li>Instant messages</li> <li>Discussion forums</li> <li>Formal and informal communications</li> <li>Rapport</li> <li>Authenticity</li> <li>Positive regard</li> <li>Empathy</li> <li>Collaboration</li> <li>Verbal versus non-verbal</li> <li>Individual differences</li> <li>Barriers</li> </ul>

## 3.3 Learning mapping

BSBREL402 Build client relationships and business networks, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Initiate interpersonal communication with clients</b>			
1.1 Identify and use preferred client communication styles and methods	1A Identify and use preferred client communication style and methods	1	LC1: Part A 1; Part B 1
1.2 Establish rapport with clients using verbal and non-verbal communication processes	1B Establish rapport with clients using verbal and non-verbal processes to promote two-way communication	2	LC1: Part A 2, 3 Part B 2, 4
1.3 Investigate and act upon opportunities to offer positive feedback to clients	1E Investigate and act on opportunities to offer positive feedback to clients	5	LC1: Part A 6
1.4 Use open questions to promote two way communication	1B Establish rapport with clients using verbal and non-verbal processes to promote two-way communication	2	LC1: Part A 4
1.5 Identify and act upon potential barriers to effective communication with clients	1C Identify and act on potential barriers to effective client communication	3	LC1: Part B 1, 3
1.6 Initiate communication processes which relate to client needs, preferences and expectations	1D Initiate communication processes relating to client needs, preferences and expectations	4	LC1: Part A 5 Part B 2

## 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.

<b>Complete the following task</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Select and complete one of the following</b>	Part B – Project: Building client relationships and business networks 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: Building client relationships and business networks at work You will demonstrate your skills and knowledge by completing a project in your workplace.
<b>Select and complete one of the following</b>	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.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	BSBREL402 Build client relationships and business networks, Release 1
Assessment tasks selected:	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Part B – Project: Building client relationships and business networks at BizOps Enterprises OR</li><li><input type="checkbox"/> Part C – Project: Building client relationships and business networks at work</li></ul> <p>Select and complete one of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Part D – Observation OR</li><li><input type="checkbox"/> Part E – Third-party report</li></ul>



## 4.3 Assessment mapping

*BSBREL402 Build client relationships and business networks, 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
<b>Element 1: Initiate interpersonal communication with clients</b>					
1.1 Identify and use preferred client communication styles and methods	Q1				
1.2 Establish rapport with clients using verbal and non-verbal communication processes		P1	P1	O2	O2
1.3 Investigate and act upon opportunities to offer positive feedback to clients	Q4				
1.4 Use open questions to promote two way communication				O5	O5
1.5 Identify and act upon potential barriers to effective communication with clients	Q4			O7	O7
1.6 Initiate communication processes which relate to client needs, preferences and expectations				O8	O8
<b>Element 2: Establish client relationship management strategies</b>					
2.1 Develop client loyalty objectives focusing on the development of long term business partnerships		P2	P2		
2.2 Assess client profile information to determine approach	Q8				

## 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

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	BSBREL402 Build client relationships and business networks, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Building client relationships and business networks at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Building client relationships and business networks at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	