

**BSBLDR401 Communicate effectively
as a workplace leader**

**Record of Prior Learning
Assessor Guide**

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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 appropriate communication methods, and following up.

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

Communication skills cover a range of methods and are used in principally structured environments.

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

Unit Sector

Management and Leadership

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR401 Communicate effectively as a workplace leader	Not applicable	New unit	No equivalent unit

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.7, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Analyses and evaluates textual information from a range of sources to inform communication processes
Writing	2.1, 3.1	<ul style="list-style-type: none"> Plans and prepares workplace communication in relevant stakeholder and appropriate communication formats
Oral Communication	2.1, 3.2	<ul style="list-style-type: none"> Participates in a variety of workplace communication with a range of audiences using appropriate language to suit the audience
Navigate the world of work	1.7, 3.1	<ul style="list-style-type: none"> Adheres to workplace communication and procedures
Interact with others	1.3, 2.1, 2.2, 2.3, 2.4, 2.5	<ul style="list-style-type: none"> Cooperates and consults with others to clarify requirements and understand and seek feedback Uses appropriate communication practices to build rapport, seek or provide support
Get the work done	1.1, 1.2, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Identifies and implements activities and processes to establish communication and record requirements Uses analytical processes to identify potential problems and generate solutions Systematically gathers and analyses all relevant information and evaluates options in order to make decisions about communication processes

Mapping Matrix

The Performance Criteria, Knowledge and Performance Evidence for this unit are listed in the Mapping Matrix at the end of this document.

Use the Mapping Matrix to record your analysis of the evidence, as it is gathered.

The Mapping Matrix will assist you in identifying when evidence is sufficient.

Note that the Performance Evidence for this unit states:

If a specific volume or frequency is not stated, then evidence must be provided at least once.

Documentary Evidence Instrument

Information for the Assessor

This Documentary Evidence Instrument contains a list of suggested documentary evidence that the candidate may be able to provide in relation to this unit of competency.

The list of suggested documentary evidence is also provided in the Candidate Guide, to assist the candidate in gathering their evidence.

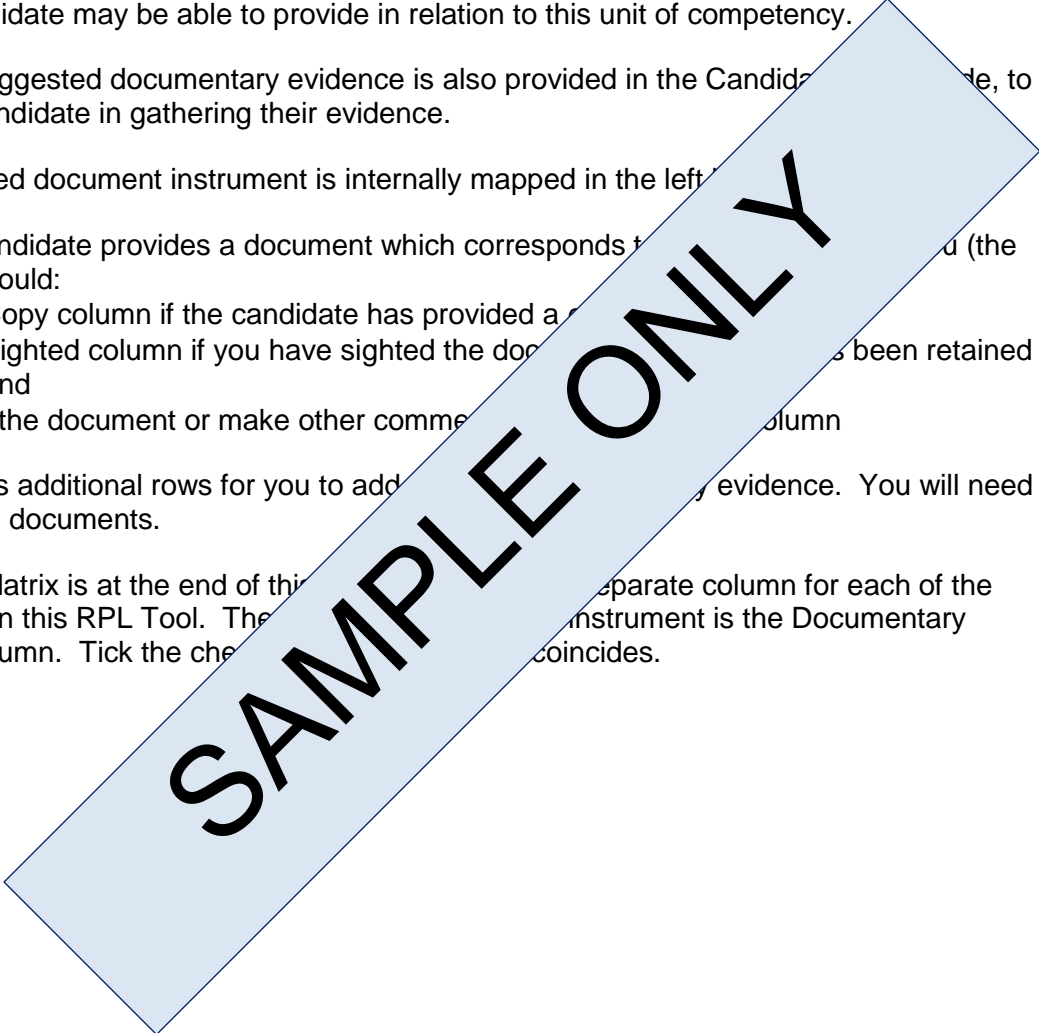
The suggested document instrument is internally mapped in the left hand column.

When the candidate provides a document which corresponds to the suggested document (the assessor) should:

- tick the Copy column if the candidate has provided a copy of the document;
- tick the Sighted column if you have sighted the document and it has been retained by you; and
- describe the document or make other comments in the Description column.

The table has additional rows for you to add your own suggested evidence. You will need to map these documents.

A Mapping Matrix is at the end of this RPL Tool. It has a separate column for each of the instruments in this RPL Tool. The first instrument is the Documentary Evidence column. Tick the checkbox if the suggested evidence coincides.



RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

Mapping	Suggested documents	Copy	Sighted	Comments
PE 1 PC 2.2 PC 3.1	Examples of intrapersonal communication undertaken with a range of different individuals in the workplace, showing how you adjust your responses to suit the person you are dealing with.	<input type="checkbox"/>	<input type="checkbox"/>	
PE 2 PC 2.2 PC 3.1	Examples of small group communication undertaken with your work team, showing how you present clear messages in a way appropriate to the audience.	<input type="checkbox"/>	<input type="checkbox"/>	
PE 2 PC 2.2	Records of meetings you have managed or participated in, showing evidence of effective two-way communication.	<input type="checkbox"/>	<input type="checkbox"/>	
PE 3 PC 3.1 PC 3.2	Examples of agreed courses of action to address issues raised by other people.	<input type="checkbox"/>	<input type="checkbox"/>	
PC 1.7	Organisational procedures for information management, including security of information, copyright and compliance with relevant legislation.	<input type="checkbox"/>	<input type="checkbox"/>	
PC 2.3 PC 2.5	Examples of written communications you have received to your work team, confirming receipt, acknowledgement and understanding of your message.	<input type="checkbox"/>	<input type="checkbox"/>	
PC 2.3 PC 2.5	Records of meetings where you have discussed organisational communication processes and identified opportunities to improve them.	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

Assessor Signature

Date

Third Party Verification Instrument

The Candidate RPL Guide for this unit contains a form for 2 third parties to complete. The candidate is required to print the form and submit the completed form, which must be signed by each third party. The form contains mapping to assist you in analysing responses.

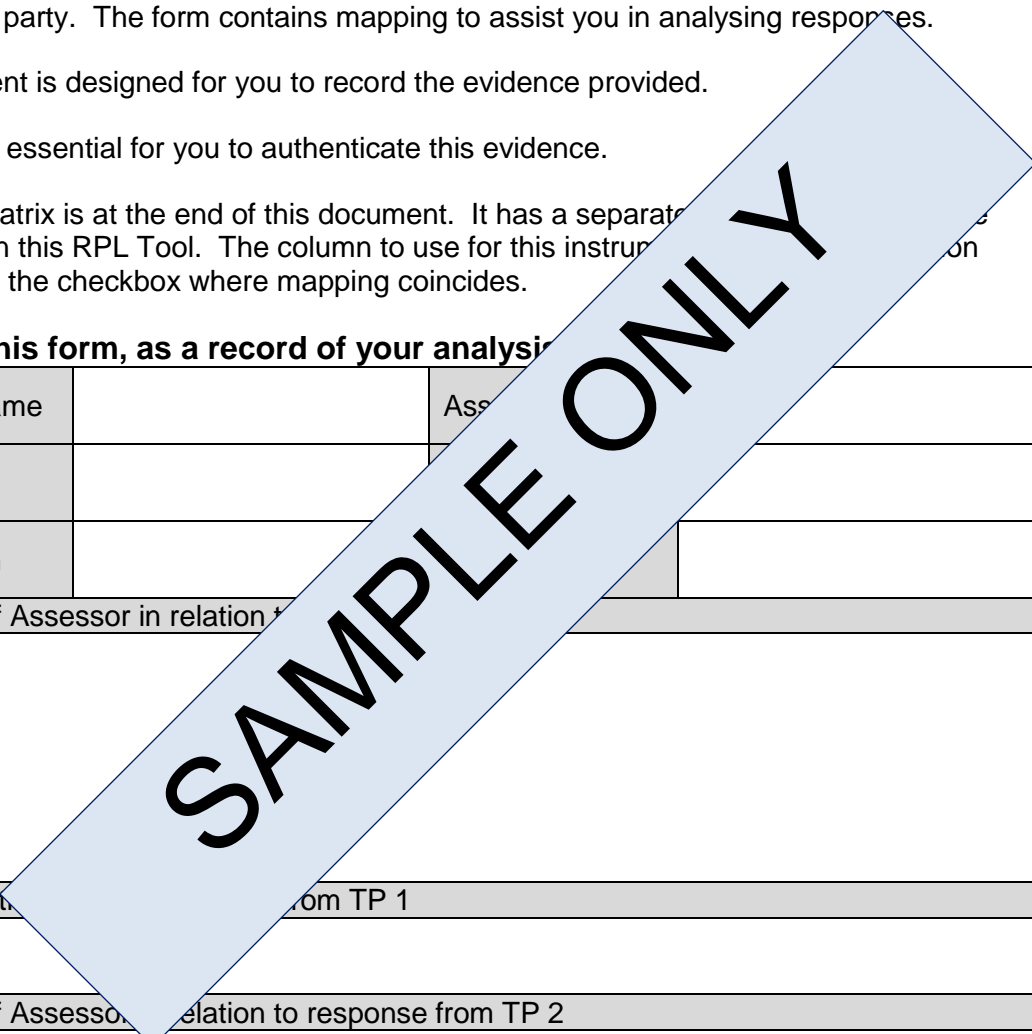
This instrument is designed for you to record the evidence provided.

Note that it is essential for you to authenticate this evidence.

A Mapping Matrix is at the end of this document. It has a separate column for each instrument in this RPL Tool. The column to use for this instrument is the 'Third Party Verification' column. Tick the checkbox where mapping coincides.

Complete this form, as a record of your analysis

Candidate name		Assessor	
TP 1 Name			
TP 1 Position			
Comments of Assessor in relation to response from TP 1			
Method of authenticating evidence from TP 1			
Comments of Assessor in relation to response from TP 2			
Method of authenticating evidence from TP 2			



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 Assessor Signature Date

Competency Conversation Instrument

This instrument contains the broad questions to commence the competency conversation, together with supplementary questions to draw out and focus the candidate's responses. You may need to ask further questions, contextualised to the candidate's work environment and experience.

The RPL Candidate Guide for this unit contains the broad questions and hints to use to the supplementary questions. This should enable the candidate to prepare for the meeting.

Use this instrument during the meeting with the candidate. Make notes in the space provided.

Each of the supplementary questions is mapped so as to assess the evidence provided. Benchmark responses are provided to guide the assessor process and comply with the Principle of Reliability.

A Mapping Matrix is at the end of this document. It is used to map the questions for each of the instruments in this RPL Tool. The column to use is the Competency Conversation column. Tick the checkbox when the question is used.

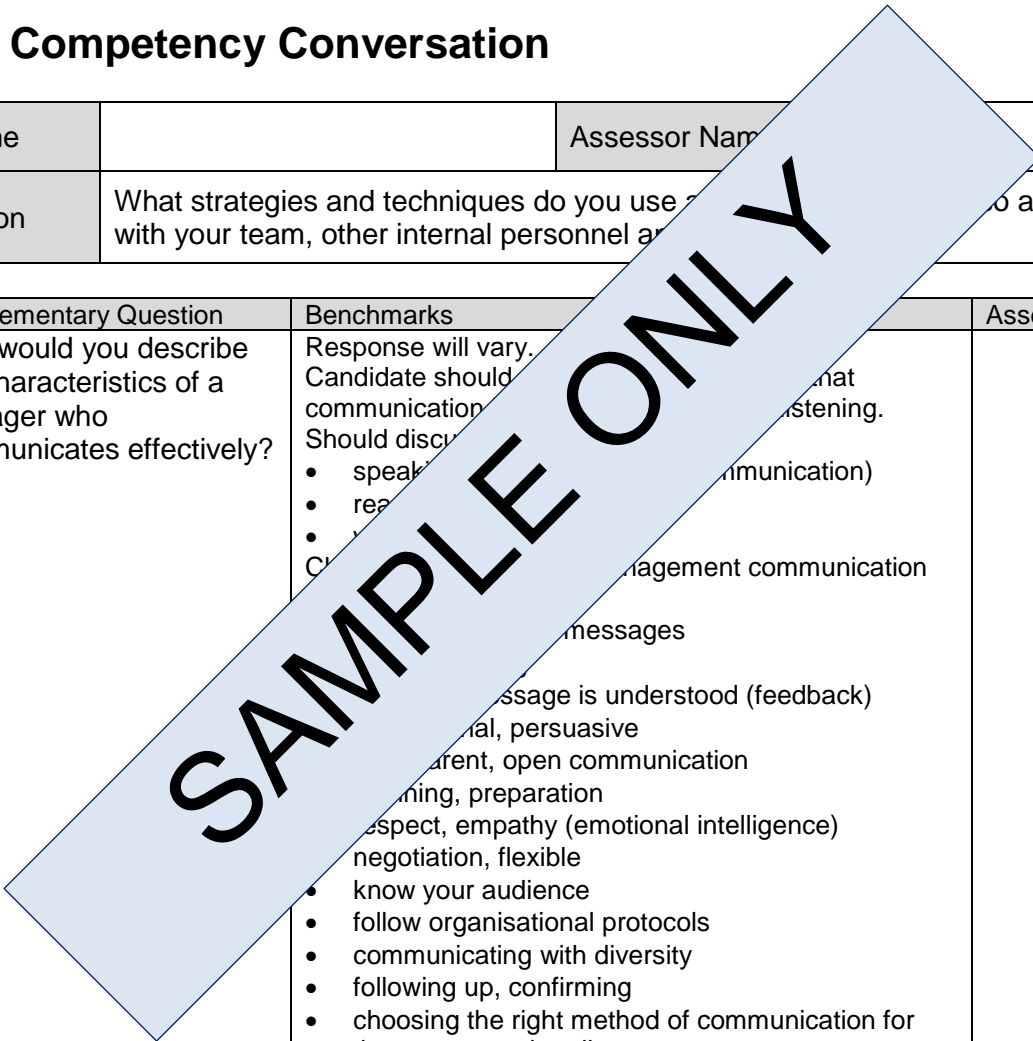
Note: Although questioning can support the assessment of performance, it is insufficient alone. Documentary evidence or Third Party Evidence is also needed.

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Record of Competency Conversation

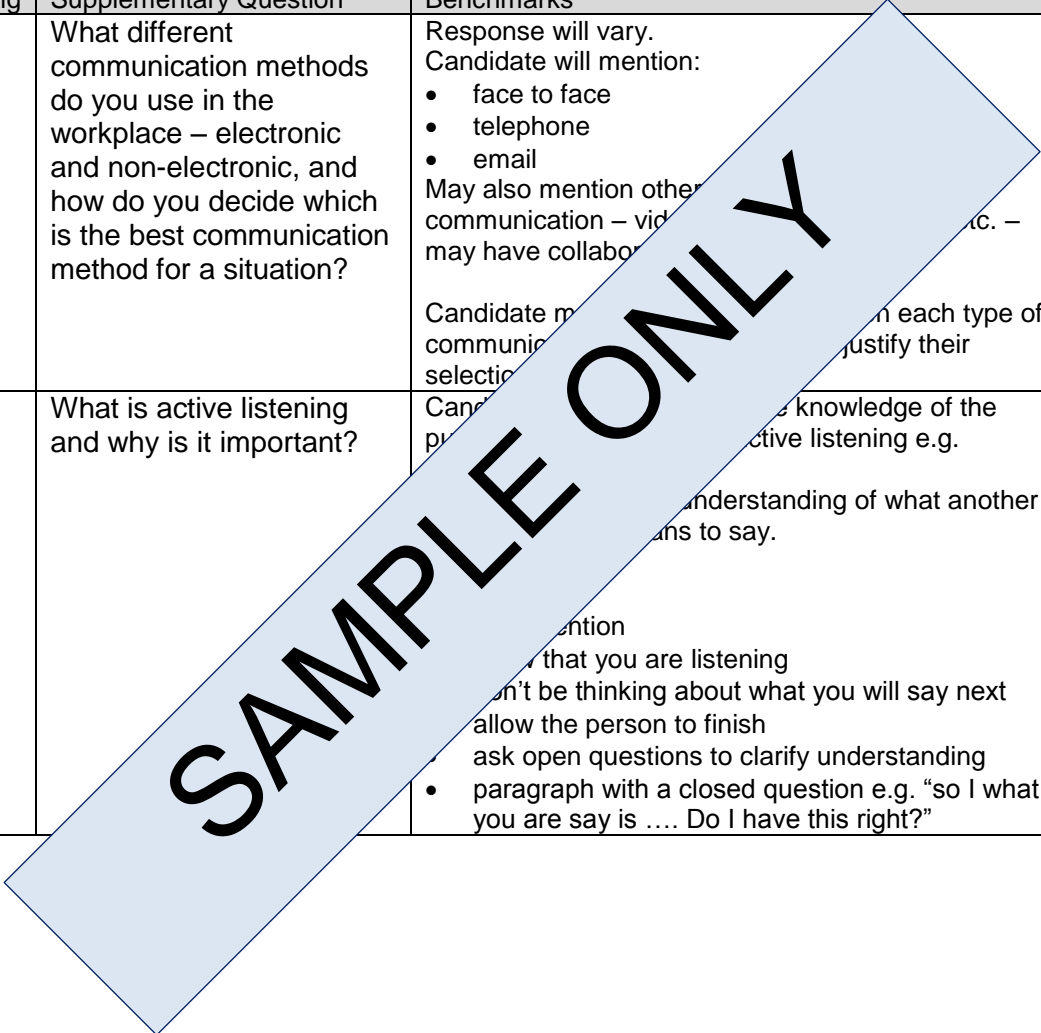
Candidate Name		Assessor Name	Date
Primary Question	What strategies and techniques do you use with your team, other internal personnel and external stakeholders as to ensure that you communicate effectively?		

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
KE 1	How would you describe the characteristics of a manager who communicates effectively?	<p>Response will vary. Candidate should demonstrate that communication skills include:</p> <ul style="list-style-type: none"> • Should discuss (listening) • speaking (communication) • reading (communication) • writing (communication) <p>Communication management communication</p> <ul style="list-style-type: none"> • messages • message is understood (feedback) • clear, persuasive • transparent, open communication • planning, preparation • respect, empathy (emotional intelligence) • negotiation, flexible • know your audience • follow organisational protocols • communicating with diversity • following up, confirming • choosing the right method of communication for the context and audience 	



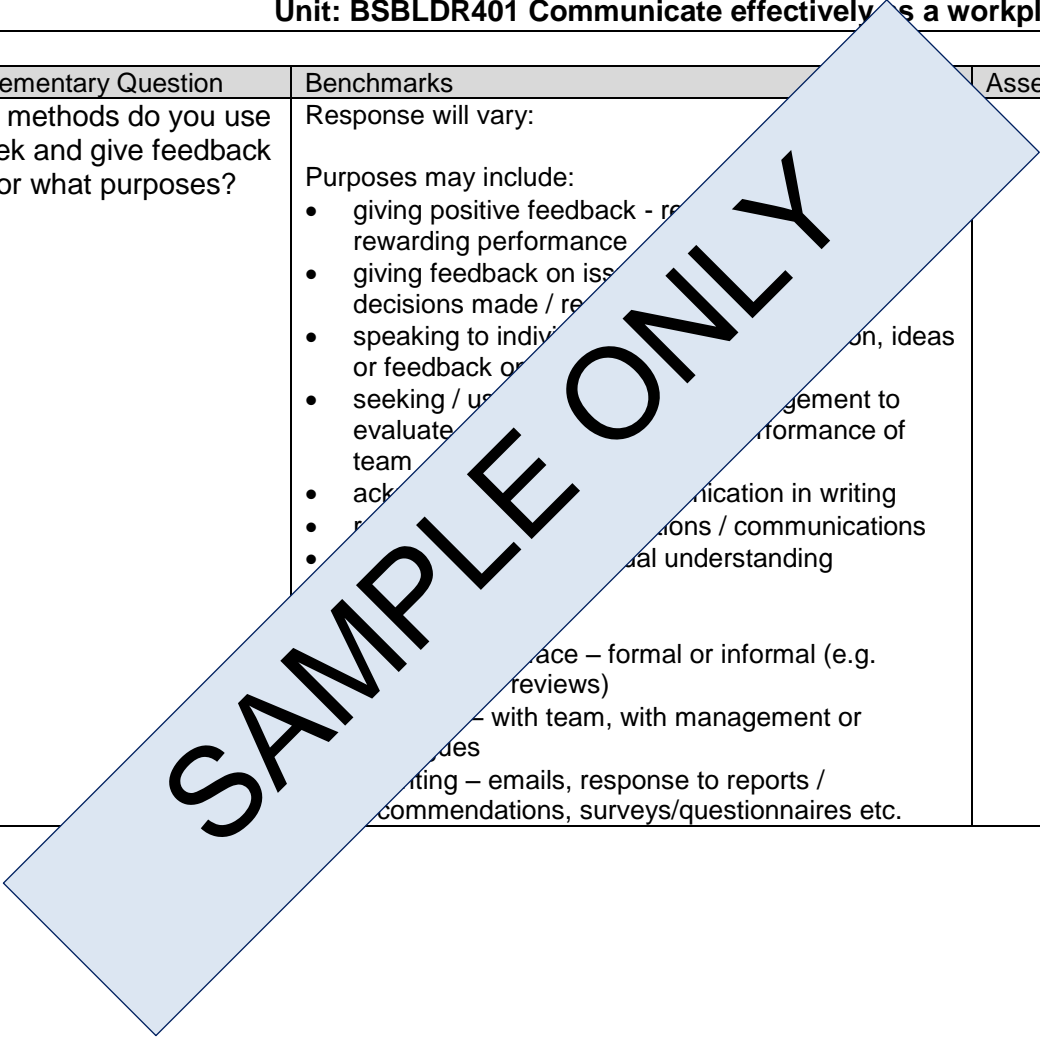
RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
KE 2 PC 1.5 PC 2.1	What different communication methods do you use in the workplace – electronic and non-electronic, and how do you decide which is the best communication method for a situation?	<p>Response will vary. Candidate will mention:</p> <ul style="list-style-type: none"> • face to face • telephone • email <p>May also mention other communication – video, etc. – may have collaborated with others.</p> <p>Candidate must explain each type of communication and justify their selection.</p>	
KE 3	What is active listening and why is it important?	<p>Candidate must demonstrate knowledge of the principles of active listening e.g.</p> <ul style="list-style-type: none"> • understanding of what another person means to say. • attention • that you are listening • can't be thinking about what you will say next • allow the person to finish • ask open questions to clarify understanding • paragraph with a closed question e.g. "so I what you are say is Do I have this right?" 	



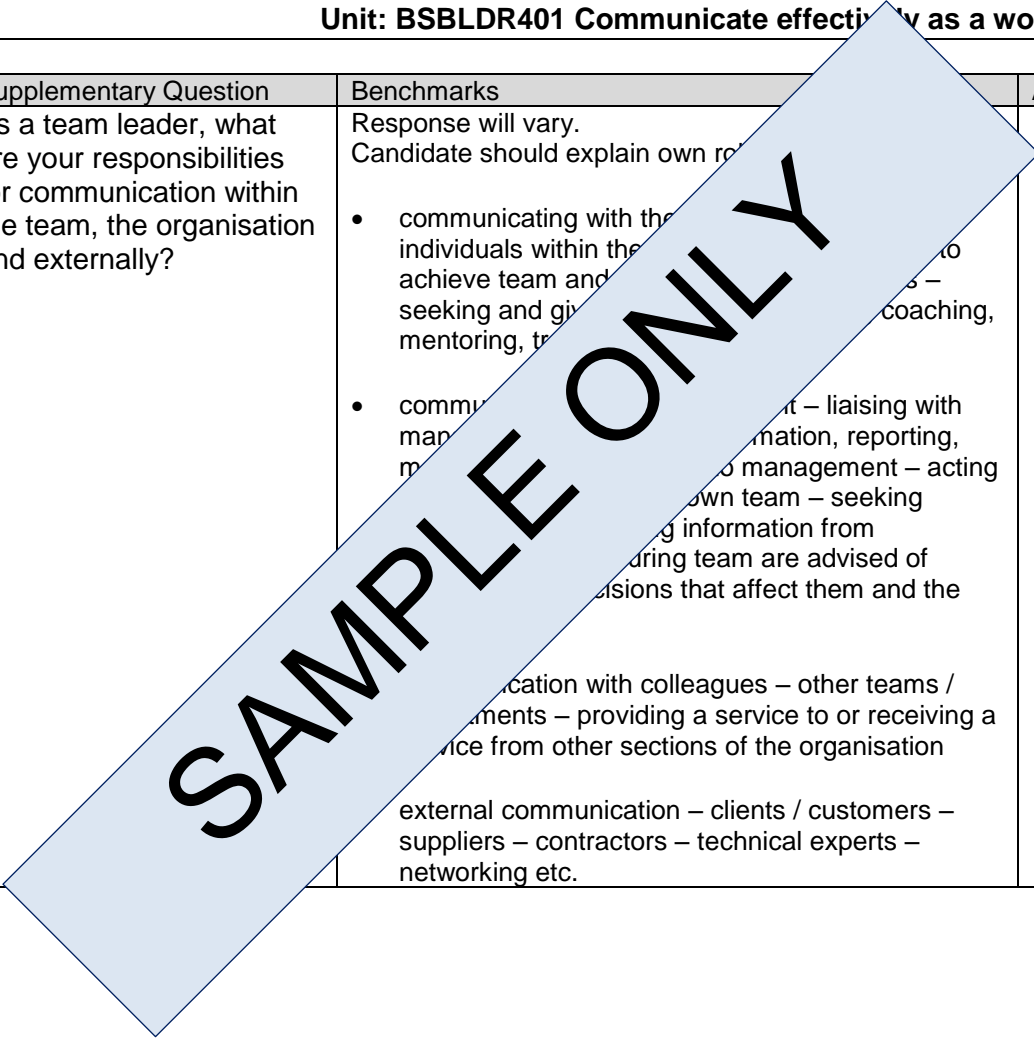
RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
KE 4 PC 2.4	What methods do you use to seek and give feedback and for what purposes?	<p>Response will vary:</p> <p>Purposes may include:</p> <ul style="list-style-type: none"> • giving positive feedback - rewarding performance • giving feedback on issues / decisions made / re • speaking to individuals on, ideas or feedback on • seeking / using management to evaluate performance of team • acknowledging communication in writing • providing instructions / communications • demonstrating mutual understanding <p>...face – formal or informal (e.g. reviews)</p> <p>...with team, with management or</p> <p>...des</p> <p>...writing – emails, response to reports / commendations, surveys/questionnaires etc.</p>	



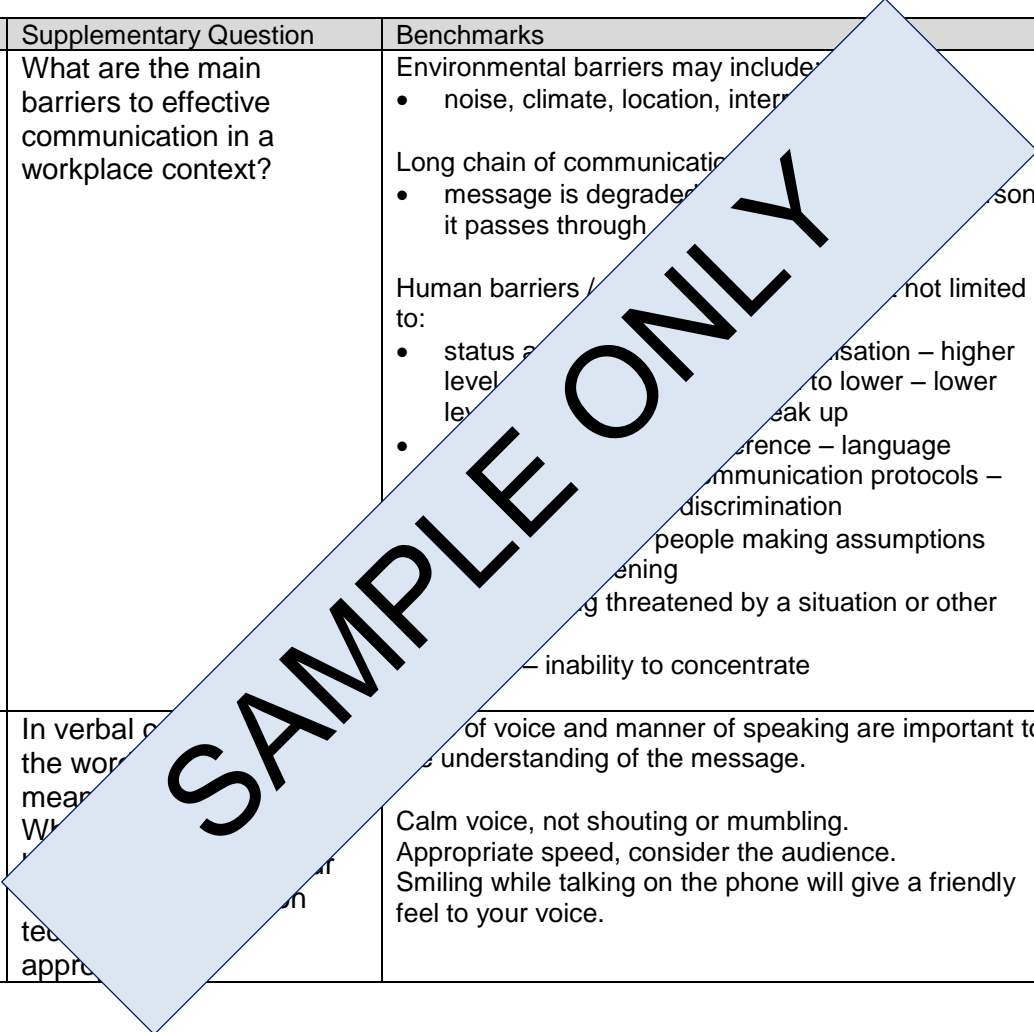
RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
KE 5	As a team leader, what are your responsibilities for communication within the team, the organisation and externally?	<p>Response will vary. Candidate should explain own role</p> <ul style="list-style-type: none"> • communicating with the individuals within the team to achieve team and organisational goals – seeking and giving feedback – coaching, mentoring, training • communicating with management – liaising with management – providing information, reporting, monitoring and evaluating team performance – acting as a role model for the team – seeking information from the team – ensuring team are advised of decisions that affect them and the organisation • communication with colleagues – other teams / departments – providing a service to or receiving a service from other sections of the organisation • external communication – clients / customers – suppliers – contractors – technical experts – networking etc. 	



RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
KE 6 PC 1.6	What are the main barriers to effective communication in a workplace context?	<p>Environmental barriers may include:</p> <ul style="list-style-type: none"> • noise, climate, location, interference <p>Long chain of communication:</p> <ul style="list-style-type: none"> • message is degraded as it passes through each person <p>Human barriers / not limited to:</p> <ul style="list-style-type: none"> • status and organisation – higher level to lower – lower level break up • difference – language, communication protocols – discrimination • people making assumptions • being threatened by a situation or other • inability to concentrate 	
KE 7	In verbal communication, the words used, the meaning, the tone of voice, the speed of speech, the volume of voice and manner of speaking are important to the understanding of the message.	<p>Calm voice, not shouting or mumbling. Appropriate speed, consider the audience. Smiling while talking on the phone will give a friendly feel to your voice.</p>	



RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
KE 7	What kinds of non-verbal cues can be transmitted and received in face to face communication? How do you use this?	<p>Body language is critical in face to face communication. Makes a difference in how the message is received.</p> <p>Observe body language – leaning back or forward or open – leaning back</p> <p>Use open body language – nodding, show you are listening</p>	
KE 8 PC 1.7	What organisational policies and procedures and legislative requirements have a relationship to workplace communication and how do you comply?	<p>Work Health and Safety Regulations requires consultation on safety matters that affect them</p> <p>Information – manager must communicate to team as well as</p> <p>– bullying and harassment not permitted</p> <p>legislation – privacy principles – sensitive and personal data not to be communicated – individuals have a right to view their own file</p> <p>Copyright law, intellectual property to be protected.</p> <p>Candidate should comply by ensuring that own team are aware of organisational and legislative requirements (should include inductions).</p>	

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Assessor Signature

RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

Mapping Matrix

BSBLDR401 Communicate effectively as a workplace leader		D	Third Party Verification	Competency Conversation
Elements and Performance Criteria	Foundation Skills			
1. Identify context for communication				
1.1 Identify reason and context for communication	Get the work done		<input type="checkbox"/>	
1.2 Identify persons relevant to the communication context	Get the work done		<input type="checkbox"/>	
1.3 Clarify specific environment and personnel factors that may impact on the success of the communication	Interact with others		<input type="checkbox"/>	
1.4 Identify and clearly understand the desired outcome of the communication	Get the work done		<input type="checkbox"/>	
1.5 Evaluate available methods of communication against their suitability for the specific communication requirements			<input type="checkbox"/>	<input type="checkbox"/>
1.6 Identify potential barriers to effective communication and develop solutions to minimise impact			<input type="checkbox"/>	<input type="checkbox"/>
1.7 Incorporate relevant business policies, procedures, regulations and legislation into communication processes	Work in the world of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clarify message and engage communication				
2.1 Undertake communication using media appropriate to the context	Interact with others General Communication Interact with others		<input type="checkbox"/>	<input type="checkbox"/>
2.2 Incorporate respectful and positive communications	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Employ two-way processes to ensure acknowledgement of messages	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Seek feedback on communication from all parties	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Provide opportunities to clarify and confirm understanding	Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	

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RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

BSBLDR401 Communicate effectively as a workplace leader		Documentary Evidence	Third Party Verification	Competency Conversation
Elements and Performance Criteria	Foundation Skills			
3. Take follow-up actions				
3.1 Maintain record of the communication process and outcomes in line with enterprise policy and procedures	Reading Writing Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Identify follow up actions and communicate to relevant persons		<input type="checkbox"/>	<input type="checkbox"/>	
3.3 Identify and incorporate opportunities to improve leadership communication processes		<input type="checkbox"/>	<input type="checkbox"/>	
Knowledge Evidence				
To complete the unit requirements safely and effectively, the candidate must:				
KE 1. list effective management communication methods				<input type="checkbox"/>
KE 2. describe a range of electronic and face-to-face communication methods, including situations where they would be used				<input type="checkbox"/>
KE 3. describe the characteristics of communication techniques				<input type="checkbox"/>
KE 4. explain feedback processes				<input type="checkbox"/>
KE 5. identify team leadership responsibilities				<input type="checkbox"/>
KE 6. explain barriers to communication in workplace context				<input type="checkbox"/>
KE 7. describe communication characteristics				<input type="checkbox"/>
KE 8. explain the impact of communication and organisational policies on workplace communication				<input type="checkbox"/>
Performance Evidence				
Evidence of the ability to:				
PE 1. identify the context for communication and adjust approach and responses accordingly		<input type="checkbox"/>	<input type="checkbox"/>	

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RPL Assessor Guide
Unit: BSBLDR401 Communicate effectively as a workplace leader

Performance Evidence			
Evidence of the ability to:			
PE 2. create and present clear messages choosing method and mode to the audience and context undertake effective two-way communication from the perspective of a team leader	<input type="checkbox"/>	<input type="checkbox"/>	
PE 3. identify and record actions required as a result of communication up in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	

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Summative Assessment

Once the documentary evidence, third party verifications and competency conversation are completed, analysed and mapped, you should have sufficient information to make a judgement as to whether the candidate has demonstrated competency in this unit.

Practical Activities

If there are gaps, then you will need to make a judgement whether the candidate can provide evidence by completing a practical activity. In this case, use the learning and assessment pathway Trainer/Assessor Guide for this purpose. All tasks are mapped to the unit and enable you to select one or more assessment tasks to bridge the gaps.

Once the tasks are selected, extract them from the learning and assessment pathway Assessment Task Workbook and place them in a separate document.

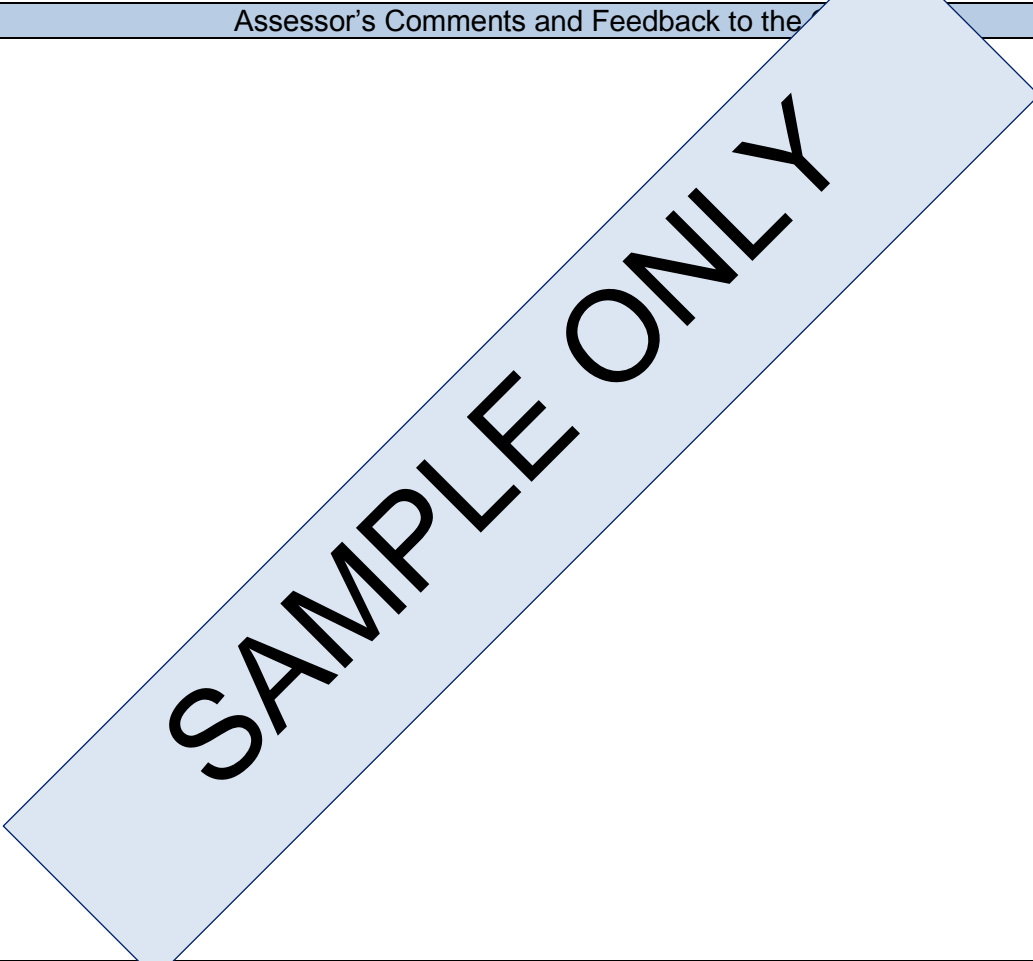
Gap Training

If you have identified gaps in knowledge and skill (and/or attitude) then you will need to provide gap training and assessment. Use the learning and assessment pathway of the resources for the learning and assessment (and the relevant sections of the resources for the learning and assessment) to provide the relevant sections of the resources for the learning and assessment.

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Summative Assessment Record

Candidate Name		Student No	
Unit of Competency	BSBLDR401 Communicate effectively as a workplace leader		

Assessor's Comments and Feedback to the


Competent Not Yet Competent Re-assessment required

ASSESSOR NAME (PLEASE PRINT)

ASSESSOR SIGNATURE

DATE

I intend to lodge an appeal on the above decision Yes No