

BSBLDR401 Communicate effectively as a workplace leader

BSB: Business Services Training Package

Trainer and Assessor Guide

Written by Sandy Welton
www.trainingresourcesrto.com.au

Purpose of this Trainer and Assessor Guide

This Guide is designed to be used as a reference resource by the trainer/assessor during training and conducting the assessment.

It contains:

- All of the information and instructions to the candidate that are in the Assessment Task Workbook for this unit.
- Benchmark solutions for all of the assessment activities, together with guidance for the assessor on how to access relevant information using Internet searching and reference to legislative materials.
- A mapping summary which shows how each of the assessment tasks relate to the unit requirements.

The Assessment Task Workbook

The Assessment Task Workbook is for the candidate. It contains:

- Instructions for the candidate about the unit assessment requirements
- A verification form for the candidate to confirm that they have received and understood the assessment process and their right of appeal
- All of the assessment tasks
- Space for the assessor to give feedback to the candidate and to confirm whether the task was satisfactory
- A copy of the mapping summary in the Trainer/Assessor Guide.
- Final assessment form, for signing off by the assessor and the candidate

Assessor qualifications

Assessors must satisfy NVR/AQTF assessor requirements.

You (the assessor) should ensure that you:

- have the necessary training and assessment competencies as determined by the National Skills Standards Council or its successors; (*TAE40110 or its successors*)
- have the relevant vocational competencies at least to the level being delivered or assessed; (*hold this unit or have mapped your competencies to the unit and this has been approved by the RTO authorised officer*).
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
- continue to develop your vocational education and training (VET) knowledge and skills as well as your industry currency and trainer/assessor competence.

Adherence to the benchmarks

In order to ensure that the assessment process and outcome meets the principles of assessment and the rules of evidence, it is ESSENTIAL that you adhere to the benchmarks for assessment outlined in this Guide.

The benchmark solutions and information in this Guide are current as at the date shown in the footer. Statutory authority web sites and legislation may change.

You, the trainer/assessor, will need to maintain currency.

Reasonable Adjustment

If the candidate has special needs which require reasonable adjustments, then you, the assessor, must ensure that you have:

- Reviewed the unit requirements and determined that adjustments will not compromise the outcome.
- Determined the adjustments to be made, in consultation with the candidate and, if necessary, a specialist.
- Clearly documented the adjustments made as part of the assessment record, in sufficient detail to enable another qualified assessor to make a judgement of competency.
- Ensured that you protect the candidate's right to privacy and confidentiality in relation to any personal information such as medical conditions, and where personal information needs to be recorded, gained the candidate's consent in writing.

Recognition of Prior Learning and Credit Transfer

If the candidate currently holds qualifications or has relevant experience for this unit, then they must be offered the opportunity for RPL and not be required to undertake a full learning and assessment pathway.

Gap training and assessment may be required.

If the candidate holds an equivalent unit, then they are entitled to credit transfer. Refer to the unit information on the following page.

Safety

If at any time during the assessment process you consider that any person may be at risk, you must immediately **abort** the assessment session.

Australian Qualifications Framework

The candidate should demonstrate AQF level 4 criteria when completing the assessment tasks.

AQF level 4 criteria	
Summary	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning
Knowledge	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: <ul style="list-style-type: none">• complete routine and non-routine activities• provide and transmit solutions to a variety of predictable and sometimes unpredictable problems
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters

source: Australian Qualifications Framework May 2015

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

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 Task 1

This task requires you to apply your knowledge of the context and purpose of communication as a workplace leader.

★ Answer the following questions in the spaces provided.

NOTE: Read the questions carefully. Sometimes you will need to read the question twice so as to make sure you know what is required.

Questions and Solutions

Assessor note: Responses relate to the information in the Learning Guide. The candidate should demonstrate that they can identify the appropriate context of communication for specific purposes, together with the skills required.

1. Give 3 examples of reasons why you need to listen to your team members.
to gather facts and resolve issues continuous improvement give advice, counsel, coach, mentor, instruct
2. Give 6 examples methods of communication by speaking to the team as a whole.
delivering presentations consulting explaining issues explaining decisions giving positive feedback
3. Provide a reason why you need to use speaking skills to consult with your team?
seeking ideas, input into plans
4. You need to provide written communication to your team for a number of reasons. Identify 5 reasons.
achieving work requirements seeking ideas, input into plans solving problems, resolving issues involving the team recognising and rewarding performance
5. What is the purpose of holding a counselling meeting with an individual in your team?
resolving poor performance
6. Identify 5 types of written communication to your team
procedural instructions consulting explaining issues explaining decisions giving positive feedback
7. What is the purpose of listening to feedback from management?
evaluate own and team performance

8. Identify 7 types of written communication from management that you need to read, so that you can implement them.
policies procedures codes of practice codes of conduct instructions plans strategies
9. Describe 4 main reasons why you may need to speak to management
to respond to questions and/or provide information and ideas to raise issues that need to be resolved by management to make suggestions for improvement to keep management informed of progress and results
10. A team leader needs to build relationships that will help their team work with other teams to achieve the organisation's objectives. Why is it important to attend and listen at meetings with your colleagues?
to achieve a shared vision and approach
11. What is the context of communication when you are talking face to face with one team leader?
Interpersonal
12. When communicating in the workplace with management or colleagues, you need to comply with procedures. What is the context of communication?
Organisational
13. When you are delivering a presentation to your team (less than 12 people) what is the context of communication?
Small group
14. Your workplace is likely to have people from different backgrounds who may have different ways of communicating. What is this context of communication called?
Intercultural
15. Advertising is also a form of communication. What is its context?
Mass media
16. If you send an email to a colleague, two contexts of communication apply. What are they?
interpersonal and organisational

Assessment Criteria

- 1.1 Identify reason and context for communication
- 1.2 Identify persons relevant to the communication context
- 1.4 Identify and clearly understand the desired outcome of the communication

Knowledge evidence

- list effective management communication characteristics
- explain feedback process and methods
- identify team leadership communication responsibilities

Performance evidence

- identify the context for communication and adjust approach and responses accordingly

Assessment Task 2

This task requires you to conduct further research and apply your knowledge of effective communication techniques.

★ Conduct internet research on body language

★ Answer the questions in the spaces provided.

Questions and Solutions

Assessor note: Responses may vary in wording but should have the following meanings. The candidate should demonstrate the ability to research these answers.

1. What is the technical name for the study of body language?
kinesics
2. What is "proxemics"?
the branch of knowledge that deals with the amount of space that people feel it necessary to set between themselves and others.

★ Go to this link: <http://www.businessballs.com/body-language.htm#eyes-body-language>. It has tables that explain various signals related to body language.

Questions and Solutions

Assessor note: Responses may vary in wording but should have the following meanings. The responses were copied from the businessballs web link above. This site was accessed in May 2015 and should remain current. If not, this section may require review.

3. If a person you are talking to looks right and down, what can this signal?
it can signal that the person is self-questioning their feelings about something.
4. Direct eye contact when speaking is generally regarded as a sign of honesty and truthfulness. What else might it be?
faked honesty, lying
5. If a person has a fixed smile that doesn't seem to extend to their eyes, what does that typically indicate?
suppressed displeasure or forced agreement of some sort.
6. If you are speaking and the other person is nodding their head vigorously, what typically does that indicate they are feeling?
hurry up, impatience the listener feels the speaker has made their point or taken sufficient time
7. What is mirroring?
matching body language signals
8. Is mirroring a positive or negative signal?
positive
9. Finger pointing adult to adult it is generally unacceptable. What does it tend to indicate?
A lack of social awareness or self-control aside from arrogance on the part of the finger pointer.
10. If you call in a team member for a counselling meeting to resolve a problem of poor performance and they have interwoven, clenched fingers, what do you think they are feeling?
frustration, negativity, anxiousness
11. If the same team member has their hands in their pockets, what is this likely to indicate?
disinterest, boredom

12. Which of the 5 zones of personal space is most appropriate between two people in a workplace?

Social- consultative

★ Go to this link <http://www.mindtools.com/CommSkill/ActiveListening.htm>

It has useful information on Active Listening (including a video)

★ Watch the video and then read the information on the web page.

★ Answer the following questions.

Note: These questions require you to think about the characteristics of effective listening techniques and describe how you can overcome barriers to communication.

Questions and Solutions

Assessor note: Responses may vary in wording but should have the following meanings.

The mindtools web site above was accessed in May 2015 and should remain current.

If not, the instructions above may require review.

The responses shown below can be deduced from the information in the Learning Guide.

The objective is for the candidate to relate their knowledge of Active Listening techniques to identify barriers to communication and how to overcome them.

13. Effective listening requires you to pay attention. What do you think is the main barrier to paying attention?

Thinking about what you will say – video says “put your thoughts on hold”.

Thinking about something else.

14. One of the barriers to effective listening is when you don't take into account the feelings and views of a person. How can you overcome this so that you have a greater insight into what they are saying?

Pay attention to the speaker's body language. Listen, look directly at the person, make eye contact, notice their tone of voice, facial expressions, posture and movements.

15. Effective listening techniques require you to suspend judgement. What will happen if you make premature judgements before the person has finished speaking?

It is a barrier to effective communication.

You will only hear part of the message and this can cause misunderstanding.

16. Why is it a barrier to effective communication if you don't show the speaker that you are listening by using positive body language and vocalisations?

This is a barrier to effective communication because the speaker will feel discouraged and devalued. They are unlikely to make much effort to communicate their message.

17. If you need further clarification of the speaker's message, why should you avoid closed questions?

Closed questions can be a barrier to effective communication. If the speaker can only answer “yes” or “no” they cannot fully explain their point of view.

18. Why do you need to show respect for the speaker by waiting for a pause before asking open questions?

Lack of respect between individuals is a major barrier to effective communication

19. Frequently, two people will end a discussion with the opinion that they understand the other person's point of view, where in fact they do not. How can you use Active Listening techniques to overcome this barrier to effective communication?

Paraphrasing

You re-state what you understand to be the person's point of view.

20. What is a “closed question”.

One that requires a yes or no answer

Assessment Criteria

Assessor note: This task addresses underpinning knowledge relating to the following performance criteria. Performance will be addressed in later assessment tasks.

- 1.6 Identify potential barriers to effective communication and develop solutions to minimise impact
- 2.2 Incorporate respectful and positive approaches to communications
- 2.3 Employ two-way processes to ensure receipt and acknowledgement of message
- 2.5 Provide opportunities to clarify and confirm understanding
- 3.3 Identify and incorporate opportunities to improve leadership communication processes

Knowledge evidence

- list effective management communication characteristics
- describe the characteristics of effective listening techniques
- explain feedback process and methods
- explain barriers to communication in a workplace context
- describe verbal and non-verbal communication characteristics

These pages have been deleted from the sample

Summary Mapping

The following table maps the assessment tasks with the unit requirements. This is indicated with a tick.

BSBLDR401 Communicate effectively as a workplace leader		Assessment Task Number							
		1	2	3	4	5	6	7	8
Elements and Performance Criteria	Foundation Skills								
1. Identify context for communication									
1.1 Identify reason and context for communication	Get the work done	✓		✓	✓		✓		✓
1.2 Identify persons relevant to the communication context	Get the work done	✓		✓	✓		✓		✓
1.3 Clarify specific environment and personnel factors that may impact on the success of the communication	Interact with others			✓	✓				
1.4 Identify and clearly understand the desired outcome of the communication	Get the work done	✓		✓	✓		✓	✓	✓
1.5 Evaluate available methods of communication against their suitability for the specific communication requirements	Get the work done			✓	✓	✓	✓		✓
1.6 Identify potential barriers to effective communication and develop solutions to minimise impact	Get the work done		✓		✓				
1.7 Incorporate relevant business policies, procedures, regulations and legislation into communication processes	Reading Navigate the world of work			✓		✓	✓	✓	✓
2. Clarify message and engage communication									
2.1 Undertake communication using media and format relevant to the context	Writing Oral Communication Interact with others					✓	✓	✓	✓
2.2 Incorporate respectful and positive approaches to communications	Interact with others		✓			✓			✓
2.3 Employ two-way processes to ensure receipt and acknowledgement of message	Interact with others		✓			✓		✓	✓
2.4 Seek feedback on communication processes from all parties	Interact with others					✓		✓	✓
2.5 Provide opportunities to clarify and confirm understanding	Interact with others		✓			✓			✓
3. Take follow-up actions									
3.1 Maintain record of the communication process and outcomes in line with enterprise policy and procedures	Reading Writing Navigate the world of work						✓	✓	✓

BSBLDR401 Communicate effectively as a workplace leader		Assessment Task Number							
		1	2	3	4	5	6	7	8
3.2 Identify follow up actions and communicate to relevant persons	Reading Oral Communication Get the work done						✓	✓	✓
3.3 Identify and incorporate opportunities to improve leadership communication processes	Reading Get the work done		✓					✓	
Knowledge Evidence									
To complete the unit requirements safely and effectively, the individual must:									
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.				✓		✓			
Performance Evidence									
Evidence of the ability to:									
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.							✓	✓	✓