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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
<p><b>Australian Qualifications Framework</b></p> <p>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.</p> <p>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.</p>	<p>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>.</p>
<p><b>Volume of learning</b></p> <p>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></p>	<p>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.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBLDR404 Lead a diverse workforce

##### Modification History

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

##### Application

This unit identifies the behaviours, skills and knowledge required to lead a diverse workforce. It covers identifying, analysing and engaging with a diverse workforce to maximise the benefit of diversity to the organisation.

The unit applies to supervisors, team leaders, new and emerging managers who lead within a diverse workforce environment and exercise discretion and autonomy within a structured business context.

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 BSBLDR404 Lead a diverse workforce

#### 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 diversity within a team based workforce and outline opportunities and barriers to inclusive engagement of individuals</li> <li>promote the benefits of diversity within the workplace and identify the business benefits of incorporating diversity into planning and operations</li> <li>demonstrate communication style and methods that encourage inclusion identifying and compensating for own bias and assumptions</li> <li>develop work plans that integrate a diverse workforce, adjusting plans and operations to meet legislation, regulations and policy</li> <li>structure continuous feedback and review processes into team activities.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>Knowledge evidence</b>	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> <li>outline legislation, regulation and business policy and procedures relevant to diversity and anti-discrimination in the workplace</li> <li>explain the origins and types of diverse groups/persons in the workplace</li> <li>give examples of strategies, tools and techniques for integrating and engaging a diverse workforce</li> <li>explain the potential impacts of gender, race, age, disability, sexual orientation, form of work engagement and flexible work arrangement on workforce engagement</li> <li>identify benefits to business of having a diverse workforce and barriers to inclusive engagement.</li> </ul>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBLDR404 Lead a diverse workforce*. 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: Identify the dimensions of workforce diversity	
<p><b>Suggested time allocation:</b> 15 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>• Recommended reading</li> <li>• Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 2–24</p>
<p><b>Recommended reading</b></p>	<p><b>Terminology checklist</b></p>
<p>Aspire learner guide <i>BSBLDR404 Lead a diverse workforce</i>, Release 1</p> <p>Topic 1: Identify the dimensions of workforce diversity</p>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Ability</li> <li>• Aptitude</li> <li>• Age</li> <li>• Culture</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Language</li> <li>• Family arrangement</li> <li>• Quantitative measurement</li> <li>• Qualitative measurement</li> <li>• Diversity audit</li> <li>• Legislation</li> <li>• Regulation</li> <li>• Policies</li> <li>• Procedures</li> <li>• Human rights</li> <li>• Fair work</li> <li>• Privacy</li> <li>• Inclusive engagement</li> <li>• Barriers</li> <li>• Opportunities</li> </ul>
<p><b>Suggested training strategies</b></p>	

### 3.3 Learning mapping

BSBLDR404 *Lead a diverse workforce*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify the dimensions of workforce diversity	Topic 1: Identify the dimensions of workforce diversity	n/a	n/a
1.1 Establish the nature of diversity in the business context	1A Establish the nature of diversity in the business context	1	LC 1: Part A 1
1.2 Qualify and quantify the source of workforce diversity	1A Establish the nature of diversity in the business context	1	LC 1: Part C 1
1.3 Identify the benefits provided to the business through the diverse workforce	1B Identify the benefits of workplace diversity	2	LC 1: Part A 2
1.4 Recognise legislation, regulation and enterprise policy and procedure that impacts on workplace diversity	1C Recognise legislation, regulations, policies and procedures that impact workplace diversity	3	LC 1: Part A 4 Part B 1, 4 Part C 2
1.5 Identify opportunities and barriers to inclusive engagement	1D Identify opportunities and barriers to inclusive engagement	4	LC 1: Part A 3 Part B 2, 3
Element 2: Factor diversity into team plans and operations	Topic 2: Factor diversity into team plans and operations	n/a	n/a
2.1 Develop and review work plans in line with the diversity context	2A Develop, review and adjust work plans and operations in line with legislation, policies and procedures	5	LC 2: Part A 1, 2

## Section 4: Assessment

### 4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the final assessment tasks in the corresponding Aspire learner guide.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

## 4.3 Assessment mapping

*BSBLDR404 Lead a diverse workforce 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: Identify the dimensions of workforce diversity					
1.1 Establish the nature of diversity in the business context	Q1				
1.2 Qualify and quantify the source of workforce diversity	Q2, Q3				
1.3 Identify the benefits provided to the business through the diverse workforce	Q4				
1.4 Recognise legislation, regulation and enterprise policy and procedure that impacts on workplace diversity	Q7–10	P2	P2		
1.5 Identify opportunities and barriers to inclusive engagement	Q11, Q12	P2	P2		
Element 2: Factor diversity into team plans and operations					
2.1 Develop and review work plans in line with the diversity context		P5	P5		
2.2 Incorporate the positive contribution of diverse workforce members into work plans		P6	P6		
2.3 Adjust plans and operations to align with relevant legislation and policy and procedure		P9	P9		



## 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>	<i>BSBLDR404 Lead a diverse workforce Lead team effectiveness, Release 1</i>	
<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: Leading a diverse team at BizOps Enterprises OR		<input type="checkbox"/>
<input type="checkbox"/> Part C – Project: Leading a diverse team at work		
<input type="checkbox"/> Part D – Observation OR		<input type="checkbox"/>
<input type="checkbox"/> Part E – Third-party report		