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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>Australian Qualifications Framework</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: www.aqf.edu.au.</p>
<p>Volume of learning</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: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</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

BSBMGT605 Provide leadership across the organisation

Modification History

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

Application

This unit describes the skills and knowledge required to demonstrate senior leadership behaviour and personal and professional competence. Business ethics are also addressed in this unit.

It applies to individuals who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission.

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

Unit Sector

Management and Leadership – Management

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBMGT605 Provide leadership across the organisation

Modification History

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

Performance Evidence	<p>Evidence of the ability to use interpersonal and risk management skills to:</p> <ul style="list-style-type: none"> clearly communicate the organisation's objectives, values and standards to a range of stakeholders using appropriate media and language influence, support and provide resources for individuals and groups to: <ul style="list-style-type: none"> participate in consultations and decision making processes contribute to innovation and improvements achieve their responsibilities and objectives facilitate consultative decision making processes with relevant internal and external stakeholders demonstrate ethical conduct and professional competence and continuing professional development encourage others to adopt business ethics and build their commitment to the organisation. <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:</p> <ul style="list-style-type: none"> explain business ethics and their application to leadership outline leadership styles and their application in supporting the organisation's mission, objectives and values explain the impact of legislation in providing leadership in the organisation explain the organisation's mission, purpose and values describe organisation objectives, plans and strategies explain organisational change processes.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBMGT605 Provide leadership across the organisation*. 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: Communicate organisational mission and goals	
<p>Suggested time allocation: 12 hours</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> • Recommended reading • Slide presentation software 	<p>Slide nos: 2–21</p>
<p>Recommended reading</p>	<p>Terminology checklist</p>
<p>Aspire learner guide <i>BSBMGT605 Provide leadership across the organisation</i>, Release 1</p> <p>Topic 1: Communicate organisational mission and goals</p>	<ul style="list-style-type: none"> • Vision statement • Mission statement • Values statement • Strategic plan • Industry standards • Operational plans • Job descriptions • Key performance indicators • Communication process • Incident management • Risk management
<p>Suggested training strategies</p>	
<ul style="list-style-type: none"> • Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBMGT605 Provide leadership across the organisation</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. 	

3.3 Learning mapping

BSBMGT605 Provide leadership across the organisation, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Communicate organisational mission and goals			
1.1 Clarify objectives, values and standards in accordance with organisation's strategic direction	1A Clarify objectives, values and standards	1	LC1: Part A 1, 2, 3 Part B 1
1.2 Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals	1B Establish linkages between organisational objectives, values, standards and responsibilities	2	LC1: Part A 4 Part B 2
1.3 Ensure media and language used is appropriate to individuals and group circumstances	1C Ensure appropriate media and language are used	3	LC1: Part B 3
1.4 State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation	1D State clear expectations and address them in a way that builds commitment	3, 4	LC1: Part B 2
1.5 Address expectations of the organisation	1D State clear expectations and address them in a way that builds commitment	4	LC1: Part B 4
1.6 Investigate incidents promptly and communicate results clearly to relevant groups and individuals	1E Investigate incidents promptly and communicate results	5	LC1: Part B 5
Element 2: Influence groups and individuals			

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	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Providing leadership 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: Providing leadership at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	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.

4.3 Assessment mapping

BSBMGT605 Provide leadership across the organisation, 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: Communicate organisational mission and goals					
1.1 Clarify objectives, values and standards in accordance with organisation's strategic direction	Q3	P1	P1		
1.2 Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals		P3	P3		
1.3 Ensure media and language used is appropriate to individuals and group circumstances		P5	P5	O4	O4
1.4 State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation		P7	P7		
1.5 Address expectations of the organisation		P7	P7		
1.6 Investigate incidents promptly and communicate results clearly to relevant groups and individuals		P9	P9		
Element 2: Influence groups and individuals					
2.1 Build trust, confidence and respect of diverse groups and individuals through positive role modelling and effective communication and consultation	Q4			O8	O8

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:	<i>BSBMGT605 Provide leadership across the organisation, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Providing leadership at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Providing leadership at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	