



**Australian Government**

# **BSBLED401 Develop teams and individuals**

**Release: 1**

## BSBLED401 Develop teams and individuals

### 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 determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

### Unit Sector

Workforce Development – Learning and Development

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs
2. Develop individuals	2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of

ELEMENT	PERFORMANCE CRITERIA
and teams	<p>competency standards relevant to the industry</p> <p>2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources</p> <p>2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies</p> <p>2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements</p> <p>3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support</p> <p>3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning</p> <p>3.4 Document and maintain records and reports of competency according to organisational requirements</p>

## 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
Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	<ul style="list-style-type: none"> <li>• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others</li> <li>• Builds on knowledge and experience to facilitate interaction and learning with others</li> </ul>
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	<ul style="list-style-type: none"> <li>• Analyses textual information from a range of sources to identify organisational requirements</li> <li>• Analyses information from a range of sources to evaluate performance</li> </ul>

Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	<ul style="list-style-type: none"> <li>• Develops materials to suit the requirements of different roles and individuals in the organisation</li> <li>• Maintains records using correct technical and organisational vocabulary</li> </ul>
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	<ul style="list-style-type: none"> <li>• Uses vocabulary appropriate to context and to establish a supportive and learning environment</li> <li>• Uses listening and questioning techniques to confirm or show understanding of different perspectives</li> </ul>
Navigate the world of work	1.1, 2.5, 3.4	<ul style="list-style-type: none"> <li>• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals</li> </ul>
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	<ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts</li> <li>• Recognises the importance of building rapport to establish effective working relationships</li> <li>• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction</li> <li>• Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations</li> </ul>
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>• Uses logical planning processes to organise, implement and monitor learning and development needs</li> <li>• Systematically gathers and analyses all relevant information and evaluates options to make informed decisions</li> <li>• Evaluates outcomes of decisions to identify opportunities for improvement</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED401 Develop teams and individuals	BSBLED401A Develop teams and individuals	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>