



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBLED401A Develop teams and individuals**

**Release: 1**

## BSBLED401A Develop teams and individuals

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit 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.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	<p>1.1. Systematically identify and implement <b><i>learning and development needs</i></b> in line with <b><i>organisational requirements</i></b></p> <p>1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</p> <p>1.3. Encourage individuals to self-evaluate performance and identify areas for improvement</p> <p>1.4. Collect <b><i>feedback on performance</i></b> of team members from relevant sources and compare with established team learning needs</p>
2. Develop individuals and teams	<p>2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry</p> <p>2.2. Ensure that <b><i>learning delivery methods</i></b> are appropriate to the learning goals, the learning style of participants, and availability of <b><i>equipment and resources</i></b></p> <p>2.3. Provide workplace learning opportunities, and <b><i>coaching and mentoring assistance</i></b> to facilitate individual and team achievement of competencies</p> <p>2.4. Create development opportunities that incorporates 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>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying and implementing learning opportunities for others
- giving and receiving feedback from team members to encourage participation in and effectiveness of team
- creating learning plans to match skill needs
- knowledge of relevant legislation.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of learning and development plans, policies and procedures
- examples of documents relating to diversity policies and procedures.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry
- review of records and reports of competency.

#### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- management units
- other learning and development units.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<b><i>Learning and development needs</i></b> may include:	<ul style="list-style-type: none"> <li>• career planning/development</li> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• performance appraisals</li> <li>• personal study</li> <li>• recognition of current competence/skills recognition</li> <li>• work experience/exchange/opportunities</li> <li>• workplace skills assessment</li> </ul>
<b><i>Organisational requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• access and equity principles and practices</li> <li>• anti-discrimination and related policy</li> <li>• business and performance plans</li> <li>• confidentiality and security requirements</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> </ul>
<b><i>Feedback on performance</i></b> may include:	<ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from clients</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>
<b><i>Learning delivery methods</i></b> may include:	<ul style="list-style-type: none"> <li>• conference and seminar attendance</li> <li>• formal course participation</li> <li>• induction</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• involvement in professional networks</li> <li>• on-the-job coaching or mentoring</li> <li>• presentations/demonstrations</li> <li>• problem-solving</li> <li>• work experience</li> </ul>
<i>Equipment and resources</i> may include:	<ul style="list-style-type: none"> <li>• facilities</li> <li>• funding</li> <li>• guest speakers</li> <li>• technological tools and equipment</li> <li>• time</li> <li>• training equipment such as whiteboards and audio-visual equipment</li> </ul>
<i>Coaching and mentoring assistance</i> may include:	<ul style="list-style-type: none"> <li>• fair and ethical practice</li> <li>• non-discriminatory processes and activities</li> <li>• presenting and promoting a positive image of the collective group</li> <li>• problem-solving</li> <li>• providing encouragement</li> <li>• providing feedback to another team member</li> <li>• respecting the contribution of all participants and giving credit for achievements</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Workforce Development - Learning and Development
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## Co-requisite units

Co-requisite units		