Australian Government

Department of Education, Employment and Workplace Relations

BSBLED701A Lead personal and strategic transformation

Revision Number: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

BSBLED701A Lead personal and strategic transformation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse and improve personal leadership style and professional competence, and to lead organisational transformation and learning for strategic outcomes.
	The unit also covers leading transformational practices, cultivating collaborative practices, completing ongoing professional development, and providing strategic leadership in a dynamic context.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers working in organisations where learning is used to build capabilities. Their effectiveness is based on professional expertise and personal integrity, and they provide a role model for others.
	The unit may relate to learning activities within a small to medium sized organisation or a significant unit of activity in a large organisation.
	Leaders in learning must be able to respond strategically, acting as transformational agents in response to multiple drivers for change - they seek to improve competitive advantage through transformation of individual, team and operational capabilities.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reflect on personal efficacy	1.1. Identify and apply strategies to create a climate that encourages and allows for the receiving and giving of effective feedback
	1.2. Regularly review *personal efficacy*, *personal competence*, and attainment of professional competence outcomes and personal development objectives and priorities
	1.3. Review capacity as a role model in terms of ability to build trust, confidence and respect of diverse groups and *relevant individuals*
	1.4. Evaluate personal efficacy and ability to build an effective organisational and workplace culture
	1.5. Analyse and evaluate personal effectiveness in developing the competence required to achieve operational *accountabilities and responsibilities*
2. Lead in a transformational manner	2.1. Apply transformational and transactional leadership practices in a given context
	2.2. Demonstrate empathy in personal communication relationships and day-to-day leadership role
	2.3. Lead consistently, in an inclusive manner that is respectful of individual differences
	2.4. *Control and appropriately regulate* own potentially disruptive emotions and impulses
	2.5. Manage work-based relationships effectively
	2.6. Integrate emotions with *cognitions* in personal *leadership style*
	2.7. Evaluate personal leadership style and apply to a given context
3. Model and cultivate collaborative thinking	3.1. Display judgement, *intelligence* and commonsense when undertaking day-to-day leadership role
	3.2. Analyse relevant legislation, information and intelligence sources when evaluating business opportunities
	3.3. Draw upon personal expertise of self and relevant individuals to achieve strategic results
	3.4. Seek and encourage contributions from relevant individuals
	3.5. Use collaborative communication and learning approaches to model and encourage such practices in the workplace

ELEMENT	PERFORMANCE CRITERIA
	3.6. Cultivate existing and new, collaborative and participative work relationships
4. Provide strategic leadership during change processes	4.1. Convey organisational direction and values positively to relevant individuals and ***relevant stakeholders***
	4.2. Analyse impact and role of leadership during organisational change
	4.3. Analyse and confirm capacity and competence of relevant individuals consistent with their ability to contribute to change processes and plans
	4.4. Develop learning and communication solutions to address problems and ***risks*** arising for individuals during organisational change
	4.5. Identify leadership styles and develop approaches to best respond to the impact of change on people and processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- problem-solving, initiative and enterprise skills to:
    - direct, motivate, consult and delegate appropriate to the circumstances
    - collect, analyse and interpret data using a range of methods
    - shape strategic thinking and inspire others through a shared vision
    - work with teams with diverse emotional and multiple intelligences and thinking (cognition) skills
- teamwork skills to lead a team, workgroup or unit, being aware of employee needs and requirements
- self-management skills to:
    - provide leadership in occupational health and safety (OHS) practice, ethical standards, legislative requirements and corporate governance
    - review own personal and professional competence against personal development objectives
    - support and use participative arrangements aimed at establishing trust
- communication skills to:
    - maintain appropriate relationships with colleagues and others
    - value and be open to, the opinions of others
    - work as part of a team
    - model collaborative communication and learning
    - use active listening and negotiation skills
    - encourage participation across all levels of personnel and clients
    - seek opinions and elicit feedback from a range of stakeholders
    - develop written texts which deal with complex ideas and concepts
- technology skills to use office computer applications

Required knowledge

- relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, equal opportunity and anti-discrimination, industrial relations
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- leadership styles
- personal development planning methodologies
- data collection methods
- external environment scanning relating to social, political, economic and

REQUIRED SKILLS AND KNOWLEDGE

    technological developments

- emotional intelligence and its relationship to individual and team effectiveness
- organisational transformation and the management of the stages of change
- organisational design and building in responsiveness of operations to change in customer or market conditions

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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: • capacity to improve own development, personal leadership style and self-management skills • demonstrated application of leadership style and approach appropriate to individuals involved, outcomes being sought and context • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of complex tasks/projects and situations • access to appropriate documentation and resources normally used in the workplacesuch as organisational policies and procedures, relevant legislation • access to clients.
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 • review of applied projects and learning activities such as reports and case studies • direct observation of contextual application and presentations to a range of stakeholders • oral or written questioning to assess knowledge of leadership styles • analysis of personal reflection and self-awareness of leadership styles and impact of this approach on task completion and others • review of personal development plan.

EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN501A Establish systems that support innovation • BSBINN601B Manage organisational change • BSBINN801A Lead innovative thinking and practice • BSBLED702A Lead learning strategy implementation • PSPHR616A Manage performance management system.

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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.	
Personal efficacy may include:	• accurately reflecting and performing self-assessment • having self-confidence • recognising personal emotional responses in a given context.
Personal competence may include:	• accessibility • adaptability to change • decisiveness • flexibility • personal performance appraisal • self-analysis.
Relevant individuals may include:	• employees, staff • employers • government agencies and departments • industry associations and employer bodies • industry representatives • national Industry Skills Councils • professional associations • regulatory, licensing and compliance authorities • research agencies • students • state and territory industry training advisory bodies • subject or technical specialists and experts • trade unions • universities.
Accountabilities and responsibilities may include:	• clarifying who is to be accountable for a decision or action prior to its execution • identifying groups, individuals and activities for which a person is responsible for managing.
Controlling and appropriately	• avoiding personal responses that may be

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RANGE STATEMENT	
regulating disruptive emotions and impulses may include:	insensitive or inappropriate in a given context • managing disruptive emotions and impulses • positively shaping interpersonal relationships • self-control.
Cognitions may include:	• thinking through personal and other team member's responses to given situations • thinking through problems and plans.
Leadership style will usually be differentiated by five classical approaches:	• autocratic (non-participative) • charismatic flexibility • democratic (participative) • laissez faire (free reign) • paternalistic.
Intelligence refers to:	• emotional and decision making intelligence.
Relevant stakeholders may include:	• administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • experts • industry, employees, employer, professional and peak bodies or associations • other employers • public or private sector enterprises • students • suppliers and business partners • training and assessment organisation.
Risks may include:	• issues, concerns or actions likely to result in a negative outcome, for example preventing the organisation to meet its objectives • likely consequences of such an event on organisational performance and business continuity management.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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